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ABSTRACT

The needs of migrant children younger than 6 years of age are the focus of this report. State early childhood migrant programs are discussed in terms of their objectives and administrative structures. The services available through Federal sources, methods of making use of Federal funds, alternative program approaches, facilities, and personnel are also discussed. Several steps for immediate action are suggested. The appendices contain (1) agencies providing migrant information and services and (2) a summary of state programs by state. (NQ)

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Early Childhood Programs for Migrants:

Alternatives for the States

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A report of

The Education Commission of the States

May 1972

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The second report of
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The photograph on the cover and those in this report were taken by Olivia Fall, a graduate of Northwestern, who is currently working as a free lance photographer in Denver.

foreword

For too long those concerned about migrants have been talking only to others concerned about migrants; state governors and legislators have not been adequately informed about the possible approaches to meeting the needs of very young migrants and their families; and as a consequence those needs have not been met. Recognizing this situation, the Colorado Migrant Council suggested that the early childhood task force of the Education Commission of the States develop a handbook for state level decision makers to provide perspective on the problems of this much neglected minority.

The first report of the ECS task force, *Early Childhood Development: Alternatives for the Implementation of Programs in the States* (June 1971), provides basic background for this supplementary effort. At the same time, however, the specific approaches recommended in this report can be utilized as an independent analysis of a unique problem.

There are an estimated 75,000 migrant children under the age of six who travel with their families through 47 states. This study examines the status of state and federal programs for those youngsters and suggests alternatives for improving them. It recognizes that most states have been primarily concerned with meeting pressing migrant needs for housing, health services and employment assistance. It does not anticipate that many states—except perhaps those with substantial home base migrant populations—will operate large scale programs by themselves.

The report does point out, however, that there are substantial federal funds available which could be maximized through mechanisms of interstate cooperation in order to provide a variety of services for the migrant young and their families. With little or no new state funding, steps can be taken now to prevent the practical and costly problems which can be foreseen as migrants settle out and mechanization drastically reduces their traditional employment. Just as important, the states have a significant

opportunity to contribute to the cause of social justice for this all but forgotten segment of the population.

The report was written during the early months of 1972 by Mrs. Sally V. Allen, project director for the ECS early childhood task force. Much of the background research was provided by Dr. Leonard Mestas, Migrant Day Care Head Start Director for the Colorado Migrant Council. Additional materials were collected and discussions held with individuals and agencies interested in migrant problems around the country. These contacts are listed in Appendix A. Information on state programs was compiled on the basis of a questionnaire sent to all governors in January 1972 and is included as Appendix B. Funding for the study was provided by the Colorado Migrant Council in a subcontract to ECS of a portion of OEO grant number III B, 80018.

A subcommittee of the task force asked to review the report in draft form included Mrs. Nikki Blankenship of the early childhood bilingual program of the Southwest Educational Development Laboratory in Austin, Texas; Mrs. Constance Cook, member of the New York State Assembly; Mrs. March K. Fong, member of the California State Assembly; and D. Robert Graham, Florida State Senator. The report was unanimously adopted by the ECS Steering Committee on March 10, 1972.

Calvin L. Rampton, Governor of Utah
Chairman, Early Childhood Task Force
of the Education Commission of the States

a summary of recommendations and alternatives

The number of migrant workers—agricultural laborers who move to find work wherever there is seasonal demand—in the United States is estimated to total about 1.4 million people. They are Chicanos, Blacks, Indians, Puerto Ricans and Anglos moving in three broad streams from Florida, Texas and California through 47 states. The total number of migrants is not expected to decline measurably for 10 to 15 years.

Although the primary needs common to all states with sizable migrant populations are adequate housing, basic health and nutritional services and employment standards and assistance, there is an immediate need for early childhood services for the estimated 75,000 migrant youngsters under six years old. The majority of these children now receive no or inadequate care while their parents work in the fields.

Reasons for State Concern

Early childhood programs for migrants are increasingly becoming a state concern for several reasons. The human needs are great; the migrant infant mortality rate is two and one half times the national average, and the dropout rate for migrants at the sixth grade and beyond is about twice that of the population as a whole. As shifts in the economy reduce or eliminate the employment their parents knew, migrant children will be forced to find their way in an unfamiliar and technically complicated society. Efforts undertaken during the formative early childhood years can prevent major state educational and social expenditures in the future. The economic status of migrant families can be enhanced if those mothers who do care for youngsters are freed to work and augment the family income.

It would be unrealistic to expect that individual states will provide costly early childhood services for this relatively small, voteless and transitory group. The problem is national in scope and interstate in nature.

Substantial federal funds which are now specifically available or which could be applied to migrant child care are not being utilized. Cooperation among states could make it possible to maximize federal resources for early childhood program development.

The Focus

This report focuses on the needs of migrant children younger than six, but it obviously has broader implications. It assumes that optimum programs for migrant youngsters should offer the special developmental and health services which such children particularly need, as well as safe care during the long working day.

The report also assumes that the question of early childhood programs for migrants cannot be resolved in isolation from the questions of the future of migrant farm labor and of the nation's agricultural industry.

Services Available Through Federal Sources

Numerous federal programs might provide early childhood services for migrants, but few of them have been fully understood or utilized. At present, only two percent of migrant children are benefiting from federal services.

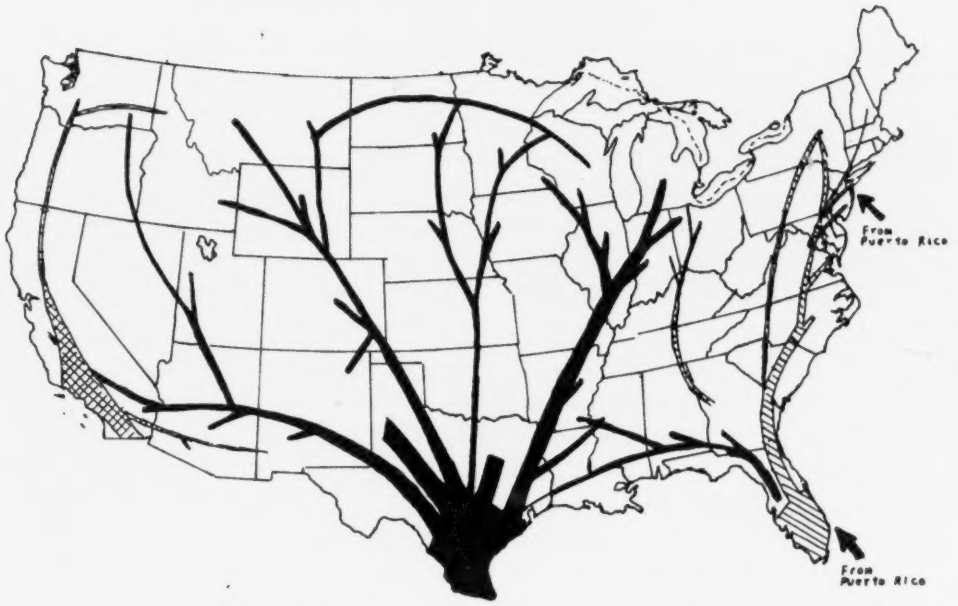
Sources of federal funds which might be utilized include: Title IV-A of the Social Security Act; Head Start; Title I of the Elementary and Secondary Education Act as amended to include the children of migratory farm workers; work study programs; the Federal Property and Administrative Services Act which makes surplus federal properties available; the Economic Opportunity Act of 1964, Title III-B which provides grants for programs for farmworkers including day care, and Title II (22A-6) which makes funds available for food-stuffs and medical services; the Rural Manpower Service program which assists migrants to settle out and the Public Service Careers Program of the Department of Labor; meals and milk available through the Department of Agriculture; and limited staffing assistance through the VISTA program.

Objectives of State Early Childhood Migrant Programs

The objectives for child development programs to be offered to migrants by the states should not be substantially different from those of any state-supported early childhood program. But, the practical problems of the migrant situation require practical goals and objectives. The basic goals should be:

- To provide supplemental health and education related services to assist migrant youngsters to develop physically, emotionally, socially and intellectually so that they can become contributing members of society.

TRAVEL PATTERNS OF SEASONAL MIGRATORY AGRICULTURAL WORKERS



This map shows the major directions of the northward migratory movement of domestic agricultural workers. The movement is reversed as the crop season ends in the northern States and the workers drift back to their home-base areas—for many of them, Southern California, Texas, and Florida.

Southern Negroes predominate among the agricultural migrants in the East Coast States and U.S. citizens of Mexican ancestry in the other states. In addition, low-income southern white families, Puerto Ricans, and Indians are found in the domestic agricultural migrant population.

Public Health Service Publication No. 540

REVISED August 1966

- To provide adequate care to pre-primary migrant youngsters, thus enabling their parents to work and augment the family income.
- To offer employment as teachers' aides—with career development potential—to migrants of high school age, parents and others.

Program objectives as spelled out in the report would emphasize overall development of the child and the ability of his family to assist him most effectively in the developmental process.

State and Interstate Administrative Structures

The first step at the state level should be to place responsibility for any and all migrant early childhood programs in a state agency designated to coordinate all services for pre-primary youngsters within the state. As outlined in our report of June 1971, the three main state level structural alternatives are:

(1) The establishment of a division of early childhood development within an existing state agency.

(2) The establishment of an office of child development as an independent state agency, headed by a commissioner of child development appointed by the governor.

(3) The establishment of a state child care coordinating council in the governor's office.

Any state initiative to coordinate services at the state level should be supplemented by two concurrent thrusts.

1. **Support for centralized coordination at the federal level.**

A specific early childhood division responsible for all migrant programs should be established within a federal child development agency. Or, if a federal migrant agency is designated, it should be required to work closely with whatever federal agency has overall responsibility for early childhood development programs under future legislation.

2. **Development of mechanisms for interstate cooperation.**

There are several administrative patterns which offer various alternative approaches to interstate cooperation:

a. Federal-state regional commissions. The seven regional commissions involving all or parts of 31 states have included education and training in their regional priorities. They, and particularly the Appalachian Regional Commission, might be persuaded to make early childhood programs for migrants a high priority.

b. Multi-state compacts for specific services. Several interstate compacts provide greater uniformity in the provision of specified services. Among these is the Interstate Certification of Teachers Project which eases professional mobility by multi-state recognition of professional teaching credentials. Such a technique might be applied to professional and paraprofessional staff specially trained to work with very young migrant children in the states with migrant problems.

c. Interstate compacts for higher education. The three higher education regional compacts—the Southern Regional Education Board (SREB); the Western Interstate Commission for Higher Education (WICHE); and the New England Board of Higher Education (NEBHE)—include 34 states. Some aspects of early childhood programs, such as the training of paraprofessional and professional personnel, would tie in closely with their present programs.

d. Interstate agreements among state agencies. Another alternative would be formal cooperative arrangements among appropriate agencies in those states involved in the major migrant streams.

Making Use of Federal Funds

Substantial federal funds are available but not utilized. Through cooperative interstate arrangements adequate programs could be developed to maximize these funds. For the first three years of program operation under Title I of the Elementary and Secondary Education Act as amended for migrants, for example, there was a total uncommitted balance of $4 million and unspent state program grant funds of about $11.2 million.

Among the most promising sources of funds is Title IV-A of the Social Security Act. In many cases, however, state and local groups have been unable to raise the required 25 percent matching funds needed. Several examples of methods used to meet matching requirements with unusual resources are cited: state education agency funds; in-kind contributions; migrant camp rent collections; private cash donations; state appropriations for day care for non-residents; and Model Cities supplementary funds.

It is evident that sources of additional funds are not the key issue. While analyzing present programs to insure that federal funds are fully utilized, states should make renewed efforts to include migrant youngsters in any existing or newly funded state child services. At the least the following steps should be taken by the states.

(1) Responsibility should be placed with one state agency to analyze the state's use of funds available under Title IV-A of the Social Security Act; Title I of the Elementary and Secondary Education Act and any federal programs for migrants and very young children.

(2) The definition of migrant youngsters in terms of state and federal funding programs should be clarified.

(3) Provisions should be developed to encourage maximum involvement of the private sector, the employers.

Alternative Program Approaches

Whether programs are administered on a state, interstate or national basis, planning should reflect the realization that a principal need of

migrant families is for quality day care services, including comprehensive medical and nutrition attention as well as educational programs.

1. A full service program with day care.

a. Programs for children would focus on providing care and services to youngsters while their parents are in the fields and the families are in the geographic area.

b. Programs with parent involvement would provide comprehensive services to youngsters and, at the same time, emphasize parent involvement in the programs and parent training for enhancement of at-home activities.

c. Progress with staff training (and parent training) would provide comprehensive services to youngsters of any or all preschool ages while maximizing the opportunity for inservice staff training.

2. Services without day care.

Although the need of migrant families for help in providing adequate daily child care is fundamental, less comprehensive services might be considered on an interim basis to begin to remedy certain education related problems.

a. Toy libraries, specially developed to relate to the migrants' agricultural and mobile environment, might be made available to individual families or to migrant campsites. Parents would be trained in their use.

b. Spot enrichment programs could be provided at campsites with mobile facilities for one or two weeks with specially trained staff. Such efforts could include health and other components, such as parent training and involvement.

c. Mobile classrooms might be used to transport migrant children from one camp to another while providing for spot enrichment, health diagnoses and parent involvement.

d. Special training for parents during the non-working season might be developed in home base states. Instruction in health, nutrition, developmental principles, available public services, and ways to work with children might be offered.

e. Special training for older siblings might be developed to teach school age migrants how to work with infants and children under six. They could serve as resources within the family and community and might be encouraged to follow careers in child development.

3. Emphasis on program continuity.

Most early childhood migrant programs suffer from a common limitation: the lack of program continuity which is an inevitable outcome of movement between school and planning districts and across state lines. Mobile facilities have attracted much attention as a means of following migrant groups. At least two experiments testing this approach, however, have concluded that the internal composition of migrant clusters is highly variable and that haphazard following of groups of migrants does not in-

sure program continuity. Once the variable traveling habits of migrants are recognized, several possible approaches can be suggested.

a. Arranging employment for identified groups. The arrangement of job opportunities for migrant clusters in order to maintain a stable population and to make program continuity possible is a promising approach. The Southwest Educational Development Laboratory in Austin, Texas has conducted such an effort which moved from state to state in rented facilities provided by local school boards.

b. Encouraging consistent clustering by provision of special services. It may be possible to encourage certain migrant families to travel together by developing a special service mobile program and staff with careful planning to meet their particular needs and to make them aware of the advantages of continued participation.

c. Development of special programs to be available via television throughout migrant streams. Another approach would be to develop special early childhood television programs for migrants with planned utilization efforts to insure the availability of television sets and training of indigenous personnel to supplement programs.

d. Improving information transfer about individual children. Another approach would be to improve the methods of retaining information on individual migrant children. Effort should first be made to work through the National Record Transfer System in Little Rock, Arkansas, to provide coverage for all migrant children from birth. A satellite experiment planned for the Rocky Mountain Region in 1973 will have the capability of computer-based data collection and dissemination and might be utilized in this capacity. Other supplementary methods of maintaining up-to-date information should be examined, such as special records carried by families and/or a mobile staff.

e. Settling out and/or retention of migrants in home base states. Program continuity, of course, can best be provided if the migrant family ceases its travels either by settling out along the stream or by finding permanent employment in one of the home base states. The possible effects of pending federal legislation, particularly H.R. 1, should be examined in this context. If the bill would not require migrant workers to accept out-of-state employment, the implications for the home base states are substantial. Permanent settlement is undoubtedly the most viable emphasis, though it is, of course, a longer range solution.

4. Priority on staff development and training.

Another important approach would be to concentrate on the training of staff who would have the special knowledge and abilities migrant youngsters need. A multi-state group might agree to support such a program at one or two institutions or centers in its region. Emphasis might be placed on developing mobile staff so that these specially trained migrant child development personnel could move among states and centers as needs change. A nationally supported or coordinated volunteer effort,

such as VISTA, or a regional equivalent might be appropriate. The development of compatible, if not uniform, licensing and certification standards among cooperating states would be essential.

5. Coordinating services and improving information in the states.

States might want to work first on coordinating existing services at the state and local levels. In addition to those administrative mechanisms previously discussed, attention should be paid to developing information services in the migrants' first language and to organizing field teams who could work directly with migrant families wherever they are living. Although this is a very limited approach, it could be an important supplement to any larger interstate effort.

Providing Facilities and Personnel

Facilities

The problem of facilities is greater for migrant programs than for standard early childhood programs. Programs are likely to be more effective if situated near migrant camps so that long bus travel for young children is not required and so that parents can be more easily involved. Mobile facilities have additional advantages.

Alternatives include:

1. School space vacant during the summer or as a result of school year rescheduling programs.
2. Other public or private space—churches, community centers.
3. Semi-mobile units which could be located at or near migrant camps.
4. Mobile classroom units which could be moved to identified sites and along the migrant streams.
5. Mobile living facilities for staff which would be moved to labor camps or along with mobile programs.

Personnel

There are apparently very few individuals trained to work especially with the problems of the migrant young, although some promising developments and programs offer examples of approaches to be explored. Particular emphasis should be placed on training and development of career ladders for migrants themselves.

Alternatives include:

1. Regional training programs.
2. Special consideration for migrants in the Head Start program.
3. Training with professional and paraprofessional certification opportunities through television.
4. National, regional, and/or state coordinated volunteer programs, such as VISTA.

5. Interstate certification provisions.

6. Incentives to encourage mobile training and teaching teams.

7. National, regional, and/or state promoted paraprofessional programs to recruit and train college students, such as the California Migrant Teacher Assistant Mini-Corps.

8. Special provisions to give credit to undergraduate and graduate students for time in the field with migrant child care programs.

Next Steps

Several steps for immediate action can be suggested:

1. All avenues of interstate cooperation should be explored through the National Governors' Conference, the National Legislators' Conference, regional compacts, state agencies, and all others concerned with migrants.

2. States should include early childhood development in their state plans for migrant education required under Title I of the Elementary and Secondary Education Act if they have not already done so.

3. Interstate and national meetings should be planned to promote cooperative efforts. The Education Commission of the States is exploring the possibility of a training conference for state and local representatives who have some responsibility for developing child care programs. Examination of the migrant issue could become part of that effort.

4. Continued emphasis should be voiced to Congress to coordinate federally funded efforts for migrants.

the need for migrant programs

The number of migrant workers—agricultural laborers who move to find work wherever there is seasonal demand—in the United States is estimated to total about 1.4 million people. They are Chicanos, Blacks, Indians, Puerto Ricans and Anglos moving in three broad streams from Florida, Texas and California through 47 states. (Only Alaska, Hawaii and Rhode Island report no use of migrant farm labor.)

Predictions on the future and magnitude of the "migrant problem" vary, but some things are clear. In parts of the country, the number of migrants appears to be decreasing, as a result, to a large extent, of the increasing mechanization of agricultural methods and reduced need for field labor. In the Great Lakes area alone, mechanization reduced migrant employment by approximately 17,000 each year in 1970 and 1971. Other trends, however, indicate the number of migrants will remain stable, if not increase. In the southwestern part of the country, the number of single male workers is declining but they are being replaced by entire families. Consequently, the total number of persons in the migrant stream has grown. It appears that the total number of migrants across the country will not decline measurably for another ten to fifteen years.

The problems and needs of migrant workers and their families have probably not increased in recent years, but the nation's concern for them has. Publicity, the emergence of migrant spokesmen, and the heightened civil rights consciousness of the country have all contributed to growing political pressures for programs to meet migrant needs.

The primary needs are common to all states with sizable migrant populations: adequate housing, basic health and nutrition services, and employment standards and assistance. Meeting these needs has demanded most of the state resources available for migrant citizens. In most states, there is confusion regarding responsibility for migrant services. Em-

ployers are not anxious to face increased state or federal regulations requiring provision of additional services, and, except in the states where the migrants return after the harvesting season, the problem is not evident for much of the year and therefore escapes public and political action.

Needs of the Migrant Young

In the face of these realities, early childhood services may seem peripheral. They are not. There is immediate and heart-rending human need. Thousands of children younger than six—an estimated 75,000 of them—receive no or inadequate care while their parents work in the fields.* They are left alone in shacks or in the care of youngsters only slightly older than themselves who are kept home from school for that purpose; or they are left in ramshackle cars parked beside the fields during the long hot days or they play all day in the hot sun beside their parents; or they work. Most migrant children eight and over work in the fields; many children six and over do; in 1970 one-fourth of the farm wage workers were under 16 years old. The migrant infant mortality rate is two and one half times the national average. Those youngsters who do survive suffer from bad diet and lack of medical care. Milk, citrus fruits and vegetables are seldom included in children's diets. Almost an eighth of all migrants have never had meat. Fifty-nine percent of children younger than three have never had immunizations.

Early childhood programs for migrants are increasingly becoming a key state concern for several reasons. Public awareness and unfavorable publicity are increasing. Recent findings concerning the developmental patterns of young children—that the first five or six years of life are crucial to an individual's development—apply as much or more to migrant youngsters as to any other group. As shifts in the economy reduce or eliminate their parents' employment, migrant children will be forced to find their way in an unfamiliar and technically complicated society. Unless they are helped to develop in sound health, emotional and intellectual patterns, they will require not only remedial educational programs but also high welfare and perhaps criminal detention expenditures. The dropout rate for migrants at the sixth grade and beyond is about twice that of the population as a whole. According to the U. S. Department of Health, Education and Welfare *(Children of the Crossroad: 1970)*, 90 percent of all migrant children never finish high school, and their average education level is fourth or fifth grade.

The economic status of migrant families can be enhanced if those mothers who do care for youngsters are freed to work and augment the family income. To prepare for the predicted decline in the migrant em-

*A February 1972 memorandum from Dr. Edward Zigler, director of the Office of Child Development (HEW), estimates as many as 380,000 migrant preschoolers.

ployment picture in 10 to 15 years, early childhood services should be provided immediately.

An Interstate Approach

And yet it would be unrealistic to expect that individual states—except perhaps those with large resident migrant populations—will provide costly early childhood programs for this relatively small, voteless, transitory group. The problem of providing services to migrant youngsters is national in scope and interstate in nature. Migrants pose a unique and particularly complicated problem. They generally cross several state and even regional boundaries. Accurate data on their numbers and travel patterns are almost non-existent. Interstate workers are often counted several times or not at all. But intrastate workers (those who may travel substantial distances but do not cross state lines) may not be counted at all. In Colorado, for example, although official publications indicate the total interstate migrant population to be 58,000, reliable estimates place the additional number of intrastate workers at 50,000. In California, in 1970, 60 percent of the migrants were intrastate. In Texas over 95 percent of the migrant work force were from within the state.

The first significant federal programs for migrant education were initiated in the mid-1960's with the Economic Opportunity Act and an amendment to Title I of the Elementary and Secondary Education Act. Much of the federal emphasis is on job development and training as well as on assisting migrants to settle permanently. Most education funds are now used for older children. Early childhood services may be funded under Head Start or Title IV of the Social Security Act (day care) and other sources, but existing efforts are limited, sporadic and—to a large extent—operate only as summer programs during the working season.

The stunning fact is that substantial federal funds, which are now specifically available or which could be applied to migrant child care, are not being utilized. With these funds and minimal state effort, significant early childhood programs for migrant youngsters could be launched. There is little likelihood that individual states will initiate programs on their own. Cooperation among states, however, could make it possible to maximize federal resources for early childhood migrant program development and, as a result, prevent major state education and social expenditure as migrants settle out (abandon their itinerant life for permanent employment and living quarters) in all states along the migrant streams in the next ten to 15 years.

This report is an attempt to put migrant needs and the special interstate program alternatives appropriate to them into the perspective of the national concern about early childhood development and about the civil rights of minority populations. It is focused on the needs of migrant children younger than six, the standard first grade entry age, but it obviously has broader implications. The terms used to describe programs for

this age group and many and confusing: day care, preschool, kindergarten, early childhood education, Head Start, now also Health Start and Home Start. Whatever the terminology, this report assumes that programs for migrant youngsters should offer safe care for children during the long working day when their parents cannot provide for them and that such programs should also offer the special developmental and health opportunities which such children particularly need.

The Broad Perspective

It would be a disservice to the states and to all concerned about improving services for migrant children to pretend that their problems can be examined or resolved in isolation. The underlying issue, of course, is the future of migrant farm labor and of the nation's agricultural industry. If, in fact, the small farmer and the major agricultural corporation must depend upon low paid, seasonal migrant workers in order to make adequate profit, greater attention should be paid to that aspect of the economy. At the same time, as mechanization expands in at least the larger agricultural holdings and migrants are put out of work, attention must be devoted to helping them make their way under new circumstances.

Perhaps the most viable solution to the migrant problem—and with it the problems of the very young migrant child—is to provide expanded, permanent job opportunities in the home base states, especially in Florida, Texas, Arizona, New Mexico and California. Federal "settling out" programs are working in this direction along the migrant streams but to date are limited in scope and are of undetermined impact. Any interstate and state early childhood efforts undertaken for migrants should undoubtedly include long-range consideration of the employment picture. Legislation now before the U. S. Congress (H. R. I) could offer a mechanism to reduce and end the migrant stream by providing assistance in home base states. Imaginative, cooperative state efforts might also be developed on the pattern of the Model Cities program if states could persuade the federal government to initiate a rural development program to provide comprehensive job opportunities for resident farm labor.

While the long range solution must be carefully examined, programs to meet the needs of today's migrant youngsters must be developed immediately. This report should be a first step in helping the states in that direction.

services available through federal programs

The special interstate and regional nature of migrant problems has meant that individual state efforts have been limited and that the primary responsibility for program funding has rested with the federal government. Numerous federal programs might be used to provide early childhood services for migrants, though few of them have been fully understood or utilized. At present only two percent of migrant children are benefiting from federal programs. The far-reaching comprehensive child development legislation of 1971, which would have provided 100 percent funding for migrant programs, was vetoed by the President in December 1971, because of a variety of factors unrelated to the merits of services for migrants. Efforts to revive all or part of this legislation are numerous, but their future is still undertain.

Social and Rehabilitative Services (HEW)

It is generally agreed that the best potential source of funds for migrant child care at the moment is Title IV-A of the Social Security Act, although little use has been made of it. Section IV-A of the 1967 Social Security Amendments (Aid to Families with Dependent Children—AFDC) authorizes the federal government to meet state expenditures on a three to one matching basis for costs of social services, including day care. The federal government is committed to meeting its 75 percent share of costs on an "open-ended" basis. Attempts have been made to limit the federal government's responsibility to meet total funding outlays, but to date none has been successful. The Congress has consistently honored its obligation to the states by either appropriating supplemental funds when needed or by freezing the program until a new fiscal year and honoring the level of state commitment at the time of the freeze.

Day care programs funded under this source are administered by a state agency, usually the state welfare department. Federal administration lies with the Social and Rehabilitative Service (SRS) of the Department of Health, Education and Welfare.

Office of Child Development (HEW)

The Head Start program, and the research behind it, have been perhaps the primary factors in the initiation and expansion of early childhood efforts. Designed as a massive social experiment to break the poverty cycle through a national child development effort, Head Start—in spite of its well publicized drawbacks—has had incontestable impact. But migrant youngsters have benefited only peripherally. Total funding for 1971 was $360 million for services to 471,600 children. Less than one percent—3,500 youngsters—of this total were migrants. It should be noted, however, that when Head Start was transferred from the Office of Economic Opportunity (OEO) to the Office of Child Development (OCD) in the Department of Health, Education and Welfare (HEW) in 1969, a separate "region" was established for migrant and Indian programs. The Migrant and Indian Division of Head Start administered $2.1 million in programs in 1971, up from $800,000 the previous year.

With 69 centers in 17 states, migrant and Indian programs differ from other Head Start programs in several ways. They are bilingual and bicultural; they are open longer hours to accommodate the farmworker day (generally 7 a.m. to 7 p.m.); and infants are accepted (the usual Head Start age limit is four-year-olds).

States which operate Migrant and Indian Head Start Centers include: Arizona, California, Colorado, Florida, Idaho, Illinois, Kansas, Michigan, New Jersey, New York, North Dakota, Ohio, Oregon, Texas, Utah, Washington and Wisconsin. Some of these programs have the capability to move with the migrant from the home base state through the stream.

Although the Head Start program includes a career ladder component for community residents, this aspect has not yet been applied to migrants. There are indications, however, that there will be new emphasis on employing migrant parents as paraprofessionals in Head Start programs. At present, only two of the 29 Head Start parent and child centers serve migrant families.

Office of Education (HEW)

Elementary and Secondary Education Act. More than 235,000 migrant children in 47 states receive educational and special supplementary services under Title I of the Elementary and Secondary Education Act, as amended in 1966 to include the children of migratory agricultural workers. The aim of the program is to "identify and meet the specific educational needs of migrant children through remedial instruction; health, nutrition, and psychological services; cultural development; and prevocational training and counseling." Authority to approve state programs rests with the U. S. Commissioner of Education; the state education agency is responsible for administering and operating state programs, but private nonprofit agencies may become the administrators if the state does not provide services.

Although in most instances, Title I funds are used for older children, they can be applied to programs for five-year-olds; and there are some examples of Title I programs for children younger than five. They generally have a strong educational component and have been determined to be necessary to provide care for younger siblings in order to get school age children to participate. The determination to include preprimary children in the program is made by the state.

Work-Study Programs. Additional federal support for early childhood programs for migrants is available through work-study programs administered by the U. S. Office of Education. In some states, students work up to 15 hours a week as aides in migrant day care centers—with USOE providing 80 percent of the daily costs and the higher education institution or employing organization paying the other 20 percent. The total program is budgeted by $160 million for 1971 and involves 2,500 public and private colleges and vocational schools. Only a small proportion of these funds, however, are now spent on programs involving migrant day care aides.

Office of Surplus Property Utilization (HEW)

The Federal Property and Administrative Services Act of 1949, as amended, authorizes the Secretary of Health, Education and Welfare to allocate federal surplus personal property for transfer to state agencies for surplus property which in turn distribute it to eligible health and education applicants. Child care centers may qualify if they include an educational component (i.e., if they have qualified teachers). The program is administered under the Office of Surplus Property Utilization in the Office of the Secretary of the Department of Health, Education and Welfare.

Office of Economic Opportunity

Under Title III B of the Economic Opportunity Act of 1964, OEO makes grants to private non-profit organizations, state public agencies and educational institutions to carry out programs for farm workers. Child care programs are eligible; up to 100 percent of the cost of a day care project may be supplied, with funds included for remodeling but not for new construction. The overall program now funds 97 programs in 36 states. Sixteen of these in 11 states are migrant day care programs, administered by the Migrant and Seasonal Farm Worker Division of the Office of Economic Opportunity.

Under Title II, section 22A (6) of the Economic Opportunity Act of 1964, funds are available for food stuffs and medical services among the poor. Of the total appropriation of $33 million, $2.5 million is allocated to the migrant division. These funds are divided among four prime grantees which can decide how to expend the funds. For example, the

prime grantee can decide whether to allocate funds for feeding children in a day care center. Grantees are:

South and East North Carolina Council of Churches
723 W. Garrison Street
Raleigh, North Carolina

Midwest United Migrants for Opportunity, Inc.
1111 South Lansing Street
Mt. Pleasant, Michigan

Texas Associated City-County Economic Development Corporation of Hidalgo County Edinberg, Texas

Educational Systems Corporation
San Antonio, Texas

West Colorado Migrant Council
665 Grant Street
Denver, Colorado

Department of Labor

Rural Manpower Service. Initiated in 1971 under the Labor Department's Rural Manpower Service, a program called "The Last Yellow Bus" aims to help migrants settle out by developing marketable job skills for year-round, stable employment. The 1972 funding level is $20.2 million, intended to assist 5,800 migrants to settle out. The program can include child care.

Public Service Careers. The Public Service Careers program under the Department of Labor aims to help paraprofessionals break into public agency employment through restructuring career positions. Migrant programs qualify if they offer new training and careers in the day care field. Of $3 million negotiated by Head Start under this program in 1970, $500,000 went to the Migrant and Indian Desk. Most of these funds went to Indian grantees, since they more easily fill the requirements of being a public agency. (Tribal councils are considered public agencies.) The National Rural Organization (NRO) in Washington State has been the only migrant grantee. NRO circumvented the "hired by a public agency" requirement by delegating their Head Start program to a cooperative school district.

Department of Agriculture

Meals and milk are available to youngster of migrant families in child care centers through several programs administered by the U. S. Department of Agriculture. These include the Special Food Service Porgram for Childen (Vanik Bill), Section 13 of the National School Lunch Act, as amended in 1968; the Commodity Distribution Program; and the Special Milk Program.

Use of these funds and food stuffs, however, is dependent upon the existence of day care or other early childhood programs. Because so few exist for migrants, very few of the services and goods available actually find their way to migrant youngsters.

Department of Housing and Urban Development

There are no HUD programs specifically for early childhood programs for migrants, but in at least one instance Model Cities supplemental funds, available under the Demonstration Cities and Metropolitan Development Act of 1966, have been used instead of state funds to provide the 25 percent matching needed for Title IV-A of the Social Security Act. A winter-based migrant day care program in Edinburg, Texas, has used model cities money for this purpose.

Action, Office of the President

Limited staffing assistance is available to migrant child care programs through the federal government's VISTA program. Volunteers in Service to America, moved from the Office of Economic Opportunity in July 1971 and now administered through the Office of the President under a combined program called Action which also includes the Peace Corps, does contribute some volunteers who work as aides in day care centers and with migrants. The toal number of VISTA volunteers working with migrants in any capacity is estimated to be not more than 3,000.

objectives of state early childhood migrant programs

The objectives for child development programs to be offered to migrants by the states should not be substantially different from those of any state-supported early childhood program. After all, migrant youngsters are like other children except that they have special needs and problems which require more attention and which have—in most instances—been intensified by neglect.

But, from the point of view of the states, there is a difference. There are other, more immediate needs, like employment for the parents, housing, health. In most states—except Florida, Texas, California and a few others which serve as home base areas—children are in the state for only a few months, usually in the school vacation summer period, and even then may move several times within the state. The human needs are great, but the practical problems require practical objectives.

Practical Goals

Consequently, a state's initial objectives in developing early childhood programs for migrant youngsters, should be at least three-fold:

(1) To provide supplemental health and education related services to assist migrant youngsters to develop physically, emotionally, socially and intellectually so that they can become contributing members of society. Gross deficits characterizing migrant children and interruptions caused by migrancy require supplemental services in addition to even the best home-based programs.

(2) To provide adequate care to preprimary-age migrant youngsters and thereby enable their parents to work and augment their family income.

(3) To offer employment as teacher's aides, with career development potential, to migrants of high school age, parents and others.

Broad Program Objectives

Within these practical goals for state-supported efforts, the broad objectives of programming for migrant youngsters would be:

(1) To promote pride in each migrant child's own ethnic group and his identification with his cultural background.

(2) To develop in migrant youngsters an appropriate trust in and social responsiveness to other ethnic groups.

(3) To reach the families of young migrant children in order to strengthen their capacity for assisting the development of their children.

(4) To provide for the developmental needs of preprimary migrant children.

(5) To encourage the early identification of physically and mentally handicapped children and direction of their families to existing special services, including health, welfare and parent counseling programs.

(6) To enhance the education process that will contribute to the development of children as individuals willing and able to solve a variety of problems and benefit from subsequent public education opportunities.

(7) To awaken an appreciation of the surrounding environment in the broadest sense (including the inanimate, the animate and the human environments) and to encourage initiative in exploring use of these resources.

(8) To enhance the capabilities of existing personnel and to meet the nation's requirements for additional staff able to provide for the special needs of migrant children.

state and interstate administrative structure

Not unlike other programs for the very young, the basic need in administration of services for preprimary migrant youngsters is a program coordinating structure. Migrant parents do not speak English for the most part; they are keenly aware of the lack of interest and/or inability of local officials in dealing with their problems; they are almost always ready to move on, fiercely proud, and often physically exhausted by their work in the fields. Migrant parents are less able than almost any other parents to track down the services they and their children need—even where such services exist.

At present, many states with migrant populations have a director of migrant education within the state department of education. A 1971 study of services to migrant youngsters under Title I of the Elementary and Secondary Education Act of 1965 (*Wednesday's Children,* National Committee on the Education of Migrant Children) found that although most state education agencies provide some services for migrant children, these vary greatly in commitment, effectiveness and continuity.

Sixteen states have statewide planning and coordinating migrant councils, funded primarily through the Office of Economic Opportunity. Five states have two or more coordinating groups of this type, and eight states have a single council responsible for that portion of the state where migrants are predominant. More often than not, these councils have developed what innovative early childhood programs may exist. The Illinois Migrant Council, for example, initiated the Hoopeston Child Development Center in 1969 which now offers a well rounded program to more than 60 children of Mexican-American agricultural workers between the ages of four months and five years. Providing medical services, nutrition programs, educational development and inservice child care training for aides and neighborhood youth corps, as well as an educational parent program, the Hoopeston pilot demonstration project is financed primarily by the Illinois Migrant Council with funds from the Migrant Division of the Office of Economic Opportunity (Title III-B).

This particular source of funds, however, is diminishing. Because there are other day care funds available, there has been a significant and planned reduction in day care moneys within the Migrant Branch of OEO. The limited Migrant Branch funds are to be used to finance those programs for which there are no other resources. It does not appear that this shift in emphasis will affect the future of existing migrant councils, although it may result in a cutback of their early childhood programs until other funding sources are identified.

State Level Coordination for All Early Childhood Services

The first step at the state level should be to place responsibility for any and all migrant early childhood programs in a state agency designated to coordinate all services for preprimary youngsters within the state. As outlined in the ECS report of June 1971, the three main state level structural alternatives are:

(1) The establishment of a division of early childhood development within an existing state agency, such as the state department of education or health or welfare;

(2) The establishment of an office of child development as an independent agency, headed by a commissioner of child development appointed by the governor;

(3) The establishment of a state child care coordinating council in the governor's office.

It does not appear that other existing state structures hold much promise for coordinating migrant child care services. Special effort has recently been made by the Migrant Child Care Project of the Day Care and Child Development Council of America, headquartered in Washington, D. C., to improve state-level coordination of migrant programs through the Office of Child Development's Community Coordinated Child Care (4-C) program. The Council's research concluded, however, that the 4-C mechanism is not providing the solution. Migrant groups are bypassing the 4-C program because it is not able to meet their immediate and sporadic needs rapidly enough and because it is not responding to their special bilingual and cultural problems. The Illinois Committee for Migrant Children, for example, rejected the 4-C structure and, with directors of day care agencies, successfully lobbied the state legislature to earmark special tax money for migrant children. In Oregon, an Indian and Migrant Coalition has asked to be recognized as an independent statewide 4-C committee. But it is feared that such a move would result in a parallel organization competing with the existing 4-C effort and thus additionally fragment programs.

A promising approach to state level coordination with regard to the migrant problem has been developed in California. The migrant division of the State Department of Education has made contractual agreements with the federal Office of Economic Opportunity, the U. S. Office of Education, the State Department of Social Welfare and the State Office of Human Resources Development to administer funds for all migrant programs. As a result, all moneys—now totaling about $8 million—are channeled through the state education department to six regions within the state. The six regional directors are then responsible for developing and implementing a coordinated program within the framework of the California Plan for the Education of Migrant Children. The program now includes, in at least two regions, day care and other services for preprimary youngsters.

The problem of migrant children, as previously noted, however, is unique. It is nationwide and interstate. Therefore, any state initiative to coordinate services at the state level should be supplemented by two concurrent thrusts:

(1) Support for centralized coordination at the federal level;

(2) The development of mechanisms for interstate cooperation.

The Federal Level

As with many federal programs, duplication and overlapping responsibility at the federal level make state level coordination and administration difficult, if not impossible. At least six federal agencies administer various programs which substantially do or could, if maximized, affect child care services to migrants: the Office of Education, the Office of Child Development and Social and Rehabilitative Service in the Department of Health, Education and Welfare; the Department of Agriculture; the Department of Labor; and the Office of Economic Opportunity.

There are some promising developments. In July 1971 U. S. Commissioner of Education Sidney Marland indicated to the National Committee on the Education of Migrant Children that he would take immediate steps to involve the Federal Interagency Committee on Education (FICE) in an effort to coordinate programs available to migrants. This move came in response to the report on Title I of ESEA, *Wednesday's Children*, which argued that: 1) in spite of important steps taken by USOE's Migrant Programs Branch, the Branch has been inadequately funded; and 2) USOE efforts have not included evaluation, monitoring or provision of technical assistance but have been limited primarily to a funding function.

The Office of the Director of Social Services and Migrant Opportunities of the Cabinet Committee on Opportunities for the Spanish-speaking has been assigned as one of its major tasks the coordination and referral of proposals for migrant programs to the proper federal agency. The Educational Resources Information Center (ERIC) Clearinghouse on rural education and small schools at New Mexico State University in Las Cruces has assumed responsibility for centralizing and disseminating information on migrant programs. ERIC centers are designated and supported by the U. S. Office of Education.

An Interstate Record Transfer System, operated with USOE funds by the Arkansas Department of Education, is just now becoming mechanized. The System was first funded with $426,150 in 1969 and began to operate manually in 1970.

Legislation passed by Congress in 1971 but vetoed by the President called for coordination of all federal child care programs—including those for migrants—within the Office of Child Development in HEW. Several versions of this legislation are expected to be introduced during the 1972 congressional session.

But even these promising developments are not enough. Continuing

and persistent effort must be made to bring about the centralization of federal responsibility for migrant problems. As is evident from the various sources of federal funds which are available to migrant child care programs, the difficulty is compounded by problems of definition and local and/or state ability to maximize already available funds earmarked for migrants. For early childhood migrant programs also to capitalize upon the growing national concern for comprehensive child care in general, a specific early childhood division responsible for all migrant programs should be established within a federal child development agency. Or if a federal migrant agency is designated, it should be required to work hand in glove with whatever federal agency has overall responsibility for early childhood development programs under future legislation.

Interstate Cooperation

The tradition that public education is a state responsibility has limited interstate cooperation. State education programs have been influenced by traditional pride, competitive jealousies, geographical isolation and communication limited by the more immediate demands of current crises. And yet there have been important developments in interstate cooperation which might serve as models for a comprehensive approach to providing early childhood services to migrant youngsters.

Cooperative efforts can be categorized roughly as (1) those that provide comprehensive services through multi-purpose regional interstate bodies; (2) multi-state compacts for uniform legislation; (3) interstate educational cooperation, primarily in higher education; and (4) cooperative arrangements among neighboring states made by state agencies. Cooperation to improve services to children at the elementary and secondary levels or below has been rare and most often limited to special arrangements to create interstate school districts to bring together neighboring communities in different states with common education goals.

A problem like the provision of services to migrant children and their families can, it is clear, be most effectively attacked through cooperative efforts spearheaded by the federal government but supplemented by interstate agreements. The following administrative patterns offer several varied alternative approaches.

1. Federal-State Regional Commissions

There are seven regional commissions which involve 31 states or portions of states, and which have been developed primarily to enhance economic development through a partnership between the state and federal governments. Federally funded for the first two years of their existence, the commissions' administrative costs in subsequent years are shared by the states and the federal government. Required by law to undertake comprehensive economic development planning, the commissions have included education and training in their regional priorities. The oldest and best known of the commissions is the Appalachian Regional Commis-

sion (ARC), the only one which is funded directly by Congressional appropriation. The other six are administered and funded through the U. S. Department of Commerce. Their major emphasis has been on economic development projects such as highway building. ARC, on the other hand, has given high priority to a comprehensive early childhood program. It does not, however, sponsor programs specifically for migrant children.

ARC priorities are determined by the states which submit their own geographical and service recommendations. The states are required to provide background data, which for early childhood programs usually are sketchy and do not include information on migrants. If the states were to list migrant programs as being of importance, the Commission would probably respond favorably. Much of the current ARC early childhood program is funded under Title IV-A of the Social Security Act, with 75 percent of funds coming from the federal government and 25 percent provided by ARC in place of local matching. Authority for use of ARC funds as the 25 percent "non-federal share" is specifically provided for in legislation authorizing ARC programs.

These commissions provide a ready-made vehicle for interstate cooperation and comprehensive planning, including the regional allocation of funds, for migrant programs. Others, in addition to ARC, might be persuaded to make early childhood programs for migrants a high priority if encouraged to do so by their participating states.

2. Multi-State Compacts for Specific Services

Interstate compacts to provide greater uniformity in the provision of specified services have been an important aspect of cooperation. Such laws are limited to specific concerns—such as provision of welfare services easing professional mobility by recognizing professional licenses—and in a significant number of cases all 50 states have adopted them and have participated in associations which oversee their implementation and revisions. The Interstate Certification of Teachers Project (ICP) is among these.

At present, 24 states have adhered to the ICP, but not all states with substantial migrant populations are included.* Agreements include certified teachers with special early childhood endorsements, but not day care personnel or paraprofessionals. The Project is now exploring the possibility of agreements about paraprofessionals. For migrant program staff, of course, mobility is essential. Currently, most teachers and aides—as well as other specialized staff like health professionals and aides—are trained in home base states. Interstate agreements to recognize their training would accelerate their movement to areas needing personnel.

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*The 24 states are Alaska, California, Connecticut, Delaware, Florida, Hawaii, Kentucky, Maine, Maryland, Massachusetts, New Hampshire, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Utah, Vermont, Virginia, Washington, West Virginia, and Wisconsin.

Child labor laws should also be standardized. At present few states set a minimum age limit for child labor outside school hours. Similarly, federal law does not set minimum age limits for children working in "non-hazardous" occupations when school is not in session. While child labor standards do not directly affect many migrant children under six, they do influence their future and that of their older siblings.

3. Interstate Compacts for Higher Education

Formal, working education relationships among states first took shape in this country in the higher education regional compacts. There are three: the Southern Regional Education Board (SREB), formed in 1948; the Western Interstate Commission for Higher Education (WICHE), formed in 1951; and the New England Board of Higher Education (NEBHE), founded in 1955. These compacts are legal agreements among the member states instituted by legislative action and now embrace 34 of the 50 states. They offer a ready-made vehicle for interstate cooperation in the migrant field.

Some aspects of early childhood programs, such as the training of paraprofessional and professional personnel, would tie in closely with their present programs. In order to provide opportunities for employment and inservice training, the higher education groups might be encouraged to support expansion of young children's programs.

4. Interstate Agreements Among State Agencies

Another alternative would be formal cooperative arrangements among appropriate state agencies in the several states involved in the major migrant streams. The state agency with primary responsibility for coordinating early childhood services might agree to work with similar agencies in the other states to analyze, coordinate and plan on an interstate basis for providing the necessary services.

An example of coordination of this nature was developed under Title V (Section 505) of the Elementary and Secondary Education Act. Funded for three years ending in 1968, this was an experimental demonstration project to develop state leadership for improving the educational opportunities for farm migrant children. Its major purposes were: (a) development of an interstate pupil record system for farm migrant children; (b) interagency coordination of migrant programs and services within states; (c) development of research materials for school systems; (d) initiation of plans for improving inservice training of teachers of migrant pupils; and (f) development of a model of expanded interstate activities concerning the special education problems of farm migrant children. Administered by the State of California, other participating states were Arizona, Delaware, Florida, Oregon, and Washington. Because amendments to Title I of ESEA provided special funds for migrant programs, the interstate effort was phased out. One of its results was the development of the National Migrant Processing Center in Arkansas, and this has indicated that such interstate interagency cooperation could be effective. A report of the project has just been published by the California State Department of Education.

making use of federal funds

The question of state funding for migrant child care programs is generally considered to be a major problem. There is widespread concern about the "extra cost" of providing special services to a relatively small proportion of the population, particularly when migrants are not citizens of the state and their needs are wide in scope with health and housing seemingly the most pressing. The facts are, however, that there are substantial federal funds available that are not being utilized and that, through cooperative interstate arrangements, adequate programs could be developed to maximize use of these funds.

ESEA Title I

Expenditure under Title I of the Elementary and Secondary Education Act, as amended for migrant programs, is instructive. For the three-year period from FY 1967 through FY 1969, the first three years of program operation under the migrant amendment, there was a total uncommitted balance of over $4 million. In addition, of the $92.6 million in federal migrant education program grants to the states during the three fiscal years, $12.6 million (or 14 percent) had not been spent, and was not likely to be spent, by the time the states filed their reports with the Migrants Programs Branch of the U. S. Office of Education in April of 1970. Even with all anticipated changes, the maximum unspent state program grants funds for the three-year period were estimated to be $11.2 million (or 12 percent). Of the $5.1 million of fiscal year 1969 unspent funds, the largest amounts were in instruction, health and food services.

The reasons for this failure to maximize available federal funding under just this one source appear to be numerous. They include unexpected shifts in the pattern of migrant workers' movements related to weather conditions and seasonal problems (flash floods, rain damage, early frost); problems of local administration (return of unspent funds from local agencies too late to replan, over-estimating costs); and the fact that

migrant children in some cases were actually leaving the community when funding notice was received.

In addition, there are instances when available federal funds have not been utilized because of lack of information, misunderstanding about the requirements, or inability to meet matching requirements.

SSA Title IV-A

In addition to Title I of ESEA, among the most promising potential sources for funds for early childhood migrant programs is Title IV-A of the Social Security Act. The designation of those eligible to receive services through Title IV-A is made by the state welfare plan. Welfare departments may provide day care for "potential" welfare recipients, as well as those presently qualified under federal regulations. Migrants can qualify as potential recipients but many states have not specified them in the "potential" category.*

Among the greatest problems for state and local groups has been raising the required 25 percent matching share. Migrants do not have access to urban sources of private funds, such as the United Fund, Model Cities supplemental funds, and moneys available through religious, civic, business or labor groups.

The difficulty of raising matching funds for migrant programs suggests that Title IV-A and any other federal programs should be 100 percent funded or that legislation should allow other federal funds to be used for the matching share. Or perhaps a sequential pattern could be developed allowing a state 100 percent federal funding the first year with the state contributing 15 percent the second year and 25 percent the third year. This would, of course, require state and federal consideration and perhaps legislative action.

There are several examples of methods to meet the matching requirements with unusual resources that may be instructive to the states. In each of these instances, the state welfare plan, which is required under the Social Security legislation, defines those eligible to receive assistance to include potential AFDC recipients.

State Education Agency Funds. It is possible to develop a cooperative arrangement between the state welfare agency and the state department of education by which state education funds, raised through state or local tax dollars, serve as the required 25 percent matching share. In Washing-

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*A past recipient of AFDC (Aid to Families with Department Children) is a parent who has within a certain number of years been on welfare; a potential recipient is a parent likely to go on assistance if a child welfare service, such as day care, is not available. Potential recipients also include the medically needy and those living in disadvantaged neighborhoods, regardless of income. Sometimes entire neighborhoods with large numbers of AFDC recipients can be eligible for child care. Any geographic area meeting state or federal criteria of poverty such as a Model Cities Program would be appropriate.

ton, such a cooperative mechanism was instituted under the umbrella of Northwest Rural Opportunity (an OEO Title III-B grantee) which designated a local school district to run the program. NRO runs nine preschool educational and day care centers serving 1800 children throughout the growing season.

The centers' total capacity is 596 at one time, but they operate as a flow-through service during the state's long (March through October) growing season. The centers are open all year to accommodate migrants leaving the stream. The annual funding level is over $500,000. Small amounts of money provided by growers have also been matched by Title IV-A.

In-Kind Contributions. Audited value of space and other contributions by public agencies are allowable under Title IV-A as a legitimate in-kind portion of the local 25 percent share if they originate through tax support.

In Minnesota, for example, during the summer growing season, migrant centers use school building space, which is considered an in-kind contribution constituting most of its matching share. The Minnesota state education system's established, uniform cost accounting system provides easy accessibility to figures for the value of space used by migrant centers. Smaller in-kind contributions have come from equipment donations and services of public health nurses. There are now 16 migrant child care centers in Minnesota, funded by about $100,000 in IV-A funds in addition to some ESEA Title I money for older children and Head Start funds for four to six year olds. The program is coordinated through the state agencies for education, equal opportunity and public welfare.

Migrant Camp Rent Collections. Rent collected from migrant camps designated for migrant use and remitted to the state can be designated for use as the local matching share under Title IV-A of the Social Security Act. California makes use of this approach. Rent from 26 state-built labor camps, totaling abut $251,500, is remitted to the California Department of Human Resource Development from which it is allocated to the social welfare agency. Some state education general funds are also used, making the IV-A total about $1.5 million. The state also has $250,000 in ESEA Title I funds. Twenty-five child care centers for migrants are thus able to operate for six to seven months.

Private Cash Donations. Private funds raised by an independent group with some assurance of continuity and contributed to the state welfare department can be designated as matching funds. The unique example of this approach is Arizona where, when no state funds were forthcoming for the matching share, the "Save a Child League" was formed as an ongoing statewide fund raising organization for migrant child care. The League developed three coordinating councils to administer and monitor the programs. In the Arizona case, funds raised by the

League are contributed to the state welfare department for matching. The matched money is provided through contracts to coordinating councils which, in turn, allocate funds to specific programs.

State Appropriation for Day Care for Non-Residents. A state can appropriate funds earmarked specifically for day care of non-residents and apply these moneys toward the local matching share required under Title IV-A of the Social Security Act. Iowa has used this method—which with the state share of $7,500 brings the IV-A total to about $30,000—to operate five centers for 35 to 45 migrant youngsters between 13 months and five years. The effort operates under the auspices of an umbrella organization called the Migrant Action Program (MAP). MAP has received a waiver from the State Department of Social Services to include much younger children in its programs. In addition to the IV-A funding, Iowa has $36,800 in Head Start money for services to an additional 115 four and five year old migrant children.

Model Cities Supplementary Funds. The Demonstration Cities and Metropolitan Development Act of 1966 allows Housing and Urban Development supplemental funds to "be used and credited as part or all of the required non-federal contribution . . . under a federal grant-in-aid program." And supplemental money can be used instead of state funds to match federal IV-A dollars.

Edinburg, Texas is the only known example of the use of this technique. In 1971, Edinburg received $5,000 in Model Cities money to be matched with $15,000 as the IV-A federal share and supplemented with a $20,000 Child Welfare Research and Demonstration (OCD) grant. In this manner one child care program in the Model Cities area is funded for 100 children, including 20 to 30 migrants.

Minimal State Steps

It seems evident that sources of additional funds are not the key issue; it is rather how to make use of what is already available from the federal level. And, of course, if federal comprehensive child care legislation is passed by Congress as originally drafted, there would be new funds for migrant child care programs.

While analyzing present programs to insure that federal funds are fully utilized, states should make renewed efforts to include migrant youngsters in any existing or newly funded state child services. The total number of migrant youngsters to be served in any one state will not be large, and the benefits are almost incalculable. At least the following steps should be taken.

(1) Responsibility should be placed with one central coordinating state agency to analyze the state's use of funds available under

Title IV-A of the Social Security Act; Title I of the Elementary and Secondary Education Act and any federal programs for migrants and very young children. This should include analysis of present matching methods, use of funds actually designated to the state and review of other federal sources.

(2) The definition of migrant youngsters in terms of state and federal funding programs should be clarified. State agencies often have different definitions of who is a migrant. Usually each agency develops its own definition. The conflicting definitions often make a migrant ineligible for services he is entitled to.

(3) Provisions should be developed to include maximum involvement of the private sector, the employers. The states should consider providing tax incentives to industry to develop migrant child care programs and in-service teachers' aide training. There are examples of state-industry cooperation in the field. The home economics division of the Florida State Department of Education, for instance, is cooperating with the Coca Cola Company, producer of Minute Maid orange juice, in a project through which Coca Cola pays for migrants' living expenses so that they can go to school and train for a variety of jobs, including day care. The company is interested in developing day care staff so that more children can be cared for and more migrant women can be freed to work.

alternative program approaches

Program approaches and priorities in delivering service to migrant youngsters should reflect some special considerations. In some instances, migrant youngsters can benefit solely from parent training and home visits from paraprofessionals. But for the majority of families the situation is different. A principal need of migrant families is for quality day care services. Although it will be important to work with parents and, insofar as possible, to train them to enhance their own children's development, group programs outside the home will undoubtedly be an integral part of any successful state program.

Simple custodial day care is inadequate for most children and particularly for migrant youngsters. They need much more. They need comprehensive medical and nutrition attention and education programs, including language training.

The mobility and the comprehensive health and learning needs of the migrant population demand a unique approach or combination of approaches, whether programs are administered on a state, interstate or national basis. Priorities will, of course, be determined by states or groups of states.

1. A full service program with day care

a. *Programs for children.* One approach would be to focus on providing care and services to youngsters during the long day that their parents are in the fields and for the period of time that the families are in the geographic area. There are many examples of this approach. Most accept only older preschool children—the three-, four- and five-year-olds —but some innovative programs also care for newborns and infants.

In California, for example, preschool and day care programs are operated at each of the 25 public migrant housing camps. Funded jointly through several state agencies, the program is administered by the State Department of Education. Program components include preparation for school as well as health and nutrition improvement. A pilot program in group infant care for 84 babies three months old or older has been started in three camps. The program is designed to provide a healthy, mentally stimulating environment for infants of working migrant mothers.

The early learning program of the Florida State Department of Education serves approximately 2,000 four and five year old migrant children in 100 semi-mobile units. Each unit operates from 7:00 a.m. to 5:00 p.m. daily and is staffed by a certified early childhood education teacher and two indigenous paraprofessionals. The objectives of the program include improvement of health and nutrition status and language, social, personal and physical development. The program operates for nine months from September to May, with a maximum enrollment of 20 children per unit. Some children shift their enrollment from one center to another during the nine month period or do not enroll for the entire time. There is no formally organized parent involvement component although parents do sometimes serve as volunteers.

The semi-mobile units in which the Florida program operates (12 feet by 65 feet) make it possible to locate facilities near migrant camps and, within limits, to shift locations if agricultural centers move or campsites relocate. They are less expensive than permanent or most rented facilities ($10.91 per square foot) and offer more site options. With materials per unit averaging $4,500, the per pupil cost of operation is estimated to be about $1,440.

Such programs provide much needed services to youngsters and, at the same time, have the added benefits of freeing older brothers and sisters to go to school and mothers to augment the family income. Their impact on the development of individual youngsters, of course, is limited. The children move and the programs do not.

b. *Programs with parent involvement.* Another approach would be to focus on providing comprehensive services to youngsters in a day care program and, at the same time, to emphasize parental involvement in the program itself and parental training for enhancement of at-home activities. An interesting project being developed by the Southwest Educational Development Laboratory at the Early Childhood Demonstration Center in McAllen, Texas is a bilingual program for three-, four- and five-year-old migrant Mexican-Americans. The project aims to prepare youngsters for a successful school experience through the center activities and through parental reinforcement. During 1970-71, 90 children participated. The hub of a large farming area, McAllen is the home base for many Mexican-American migrants. The center operates in rented space in a church. The staff includes six teachers and six aides, a nurse, a parent involvement staff (a specialist and secretary), two curriculum writers, and a curriculum specialist who is the director. The program stresses parent education and involvement through meetings, home visits, special materials and community activities. The laboratory has also developed an extensive parent education handbook through its Texas Migrant Education Development Center.

Migrant parents are undoubtedly more physically exhausted, less well educated, and in poorer health than almost any other parents. But they

do not love their children less or hold, initially at least, fewer ambitions for their children. The few organized programs which have put special emphasis on overcoming the physical, language and attitudinal barriers between parents and organized public agencies suggest significant opportunities for advancement. Of course, as early childhood development research has shown, parents are the primary and most consistent influence upon children. It would seem, therefore, that expanded efforts to maximize parent involvement for continuous reinforcement of the migrant child's development process would be propitious.

c. *Programs with staff training and parent training.* A third approach would be to provide comprehensive services in a day care program to youngsters of any or all preschool ages while at the same time maximizing the opportunity for inservice staff training. Parent involvement and/or training might also be a component of the program.

The Colorado State Department of Education is now using mobile facilities to: (1) test possible auditory or visual defects and isolate reading problems; (2) conduct teacher pre- and in-service programs to demonstrate new migrant teaching techniques; (3) serve as a mobile instructional medical center; and (4) coordinate services offered by health agencies, universities and local education agencies. Three vans are used, each contracted to a state institution of higher education. Each unit, including remodeling, costs approximately $13,000 and can accommodate six to eight children and one instructor. Equipment costs about $6,600 per van. It has been suggested that these vans, utilized to perform health, diagnostic and staff training functions, might be used on a regional basis to provide similar services to migrant preschool programs.

2. Services without day care

Although the need of migrant families for outside help in providing adequate daily child care is a fundamental need which states should strive to meet, there are less comprehensive services which might be considered on an interim basis to begin to remedy a limited number of education related problems.

a. *Toy libraries.* Specially developed to relate to the agricultural environment of migrant children, toy libraries might be made available to individual familes or to migrant campsites. Parents can be instructed by a specially trained paraprofessional to enhance their children's development with these materials at a cost of about $100 per parent. This approach does not provide health or nutrition or other services, but could be an important beginning.

b. *Spot enrichment programs.* Special supplemental services could be provided at campsites with mobile facilities for one or two weeks with specially trained staff. In New Mexico, for example, a mobile instruction van has been used to give one week programs to isolated Navajo children.

A small house trailer accompanies the van to provide accommodations for the staff—one certified early childhood education teacher and two high school age Navajo assistants. The program is designed to provide an educational experience during the time children are not enrolled in other programs and is not structured to meet migrant day care needs. The program is an interesting example of an approach to meeting the problems of rural isolation, and the living quarters trailer saves staff time often spent in transit. It would not have to be limited to instruction but could include other components, including parent training and involvement.

c. *Enrichment during moving period.* Mobile classrooms might be used to transport migrant children from one camp to another, and thus maximize this trying period by providing spot enrichment, conducting health diagnoses, and promoting parent involvement. The Cherry School District, outside Denver, Colorado, uses a prototype mobile facility to transport pupils on field trips and extended regional studies. A similar unit could be adapted for migrant use. Cost figures are not currently available.

d. *Special training for parents during the non-working season.* Special training for parents might be developed in home base states during the non-working periods. Short training sessions about health and nutrition, available public services, developmental principles, and ways to work with children at home might be developed.

e. *Special training for older migrant siblings.* Even more than in most homes, older brothers and sisters have particular influence and responsibility in migrant families. Too often they are kept out of school to care for the very young. Special training, perhaps even strategically located centers in each state or region, might be developed to teach school age migrant youngsters how to work with infants and children under six. They could learn basic principles of child development and be made aware of local facilities and how to use them. They would then serve as a resource within the family for their own sisters and brothers and for neighboring families. In addition, such an effort might prepare these youngsters for careers in child development.

3. Emphasis on program continuity

No matter how extensive the facilities, how excellent the staff training or parent participation, migrant early childhood programs are subject to a common problem: the lack of program continuity which is an inevitable outcome of movement between school and planning districts and across state lines. Providing continuity has been a major aim of most migrant programs in recent years.

Mobile facilities for migrant programs first attracted attention as a means of following migrant groups as they moved from job to job along the migrant streams to insure a continuous program. It was thought

that relatively stable clusters of families might be identified and followed and thus provided with services for a longer period. At least two experiments to test this approach have been conducted in the southeastern United States and in the Texas-Colorado stream. Both concluded that the internal composition of clusters is highly variable and that haphazard following of groups of migrants does not insure program continuity. Once the variable traveling habits of migrants are recognized, however, several possible approaches to provide program continuity can be suggested.

a. *Arranging employment for identified groups.* The arrangement of job opportunities to provide continuity to migrant clusters and thus program continuity is a promising approach. If, as appears likely, the natural dispersion among migrant groups prohibits long-term "following" with programs and services, arrangements might be made for identifiable clusters to remain working together. Such an effort was undertaken by the Southwest Educational Development Laboratory in Austin, Texas —in cooperation with the Teacher Corps, the U.S. Office of Economic Opportunity, and the Texas Employment Commission. In operation from 1968 to 1970, the Mobile Head Start Program for Migrant Children and Parents aimed to: (1) provide educational experiences for three to five year old migrants during the six months they were away from their home base; (2) compile relevant data; and (3) develop alternative education strategies for the migrant child. The project actually arranged jobs for a group of migrant families as they moved through Michigan, Ohio and Kentucky. The program moved from state to state in rented facilities provided by local school boards. It illustrates the need for interstate planning and could well have utilized mobile facilities. The laboratory's preliminary report noted the need for individualized curriculum to compensate for migrant attrition and absenteeism and the benefits of employing a trained paraprofessional staff.

b. *Encouraging consistent clustering by provision of specialized services.* It may be possible to encourage certain migrant families to travel together—even without extensive employment arrangements—by developing a special service mobile program and staff with which they become familiar and which develop activities and assistance specifically designed to meet their particular needs. Such an approach has been suggested by Dr. Glen Nimnicht of the Far West Laboratory for Educational Research and Development in Berkeley, California. He indicates that inexpensive mobile units could be specially equipped and qualified staff recruited who would travel with the learning facility in their own living trailer. The program would include comprehensive health, nutrition, day care and developmental services for young migrants and their families. Carefully planned efforts would be made to acquaint families with the program and with the benefits of a long-term association with it. He argues that migrants would then be sufficiently interested to plan their own travel pattern together to insure continued availability of the program.

c. *Development of special programs to be available via television throughout migrant streams.* The availability of modern communication technologies holds great promise for providing program continuity to migrants. There is little doubt that the nationally broadcast program, Sesame Street, produced by the Children's Television Workshop has created a community of interest and understanding among preschoolers all across the country. Sesame Street, and other national and local children's programs, however, have many limitations for migrant children. At present, very few migrant families have access to television on a continuous basis, if at all. They cannot afford TV sets; they cannot carry TV sets around with them; and there is seldom electricity in migrant camps anyway. Secondly, even if they could view Sesame Street and other programs, the program content would be alien to them. Although they travel a great deal, their awareness of their surroundings is limited to the fields and the crops. To be effective, a program would have to be carefully developed in the migrants' own terms. And, thirdly, much of the migrants' travels take them through areas not reached by conventional terrestrial broadcast methods. Twenty percent of the Rocky Mountain Region, for example, now receives no television.

But there are new developments which make the use of television for special migrant programming an important alternative. The Education Commission of the States with the Federation of Rocky Mountain States began in January 1972, to plan for a federally funded early childhood development program to be broadcast via satellite to the entire eight-state Rocky Mountain Region. If the undertaking proceeds as anticipated, the program will be broadcast in the fall of 1973 and will include a special component for migrant youngsters and their families. If the program proves promising, the implications are obvious. A migrant child and his family can receive a continuous package of health, nutrition and learning information no matter where they are or are moving to. The program can outline services available to families and how to make use of them, at-home child developmental hints, and even offer teacher aide training.

It would be a relatively small cost to provide television receivers to existing early childhood migrant centers and to mobile units and even to set up special viewing centers in inexpensive facilities in migrant camps. The availability of such a program should also facilitate and make more effective the job of existing migrant early childhood staff. After a relatively short period of time, children viewing the program would arrive in a new area with some common understandings and skills, no matter where they were coming from.

Although such an approach would not, of course, meet day care needs, if used in conjunction with a day care program it could provide an important enrichment and coordinating component.

d. *Improving information transfer regarding individual children.* Another approach would be to improve the methods of retaining information on individual migrant youngsters. Record keeping has for some time been

recognized as a special problem with migrants. The National Migrant Record Transfer System was set up for this purpose. But it is only now becoming computerized and it deals only with first graders and older children.

Effort should be made to work through the National Record Transfer System to provide coverage for all migrant children from birth. Information should include medical immunizations, special health problems, special treatment provided, and types and lengths of attendance at child care programs as well as some information about the child's developmental pattern.

At the same time, there should be examination of supplementary methods of maintaining up-to-date information about individual youngsters. It might be possible to persuade migrant families of the importance of safeguarding a special information record of health and developmental background. In areas where staff follow an identified migrant cluster, the staff could be responsible for maintaining and carrying such records. The imminent availability of satellite communications suggest the possibility of less expensive, rapid data transfer by computer. The satellite experiment planned for the Rocky Mountain Region in 1973 will have such a capability.

e. *Settling out and/or retention in home base states.* Program continuity, of course, can best be provided if the migrant family ceases its travels either by settling out along the stream or by finding permanent employment in one of the home base states. There are, as previously noted, programs aimed to encourage settling out and a growing concern that home base states assume greater responsibility for migrants who are based there. These are undoubtedly the most viable emphases, although they are long-term solutions.

The possible effect of pending federal legislation should be carefully examined in this context, because it may serve to accelerate the settling-out or settling-in-home-base-states process. H.R. 1 (the Social Security Amendments of 1971) would replace existing federal-state public assistance programs with a federal program of adult assistance and a federal program of benefits to low-income families with children including incentives and requirements for employment and training. At present the legislation is unclear regarding distance limitations on job opportunities for migrant farm workers. In other words, it is not clear whether a migrant living for the moment in Texas would have to accept an apple harvesting job in Oregon or whether he could refuse it and still be eligible for benefits in Texas. If he could refuse, the implications are great.

It will be to the states' long-term benefit to plan insofar as possible for the decline in the migrant movement whenever it comes. The sooner employment and training opportunities can be provided, the sooner migrants without farm work opportunities will become productive in other fields rather than welfare clients.

4. Priority on staff development and training

Another important approach would be to concentrate first on providing staff with the special knowledge to work with migrant youngsters. Such training would develop: communication ability in the children's first language—Spanish, an Indian language or a dialect of English; familiarity with the conditions of farm labor and living; knowledge of the cultural background and concerns of the various migrant groups; awareness of medical and nutrition problems common to the migrant groups. There should be special instruction for training migrant parents to enable them to become teacher aides in their children's programs.

An important aspect of such an approach should be the cooperative development of staff training programs. A multi-state group, for instance, might agree to support such a program at one or two institutions or centers in its region. There should be some provision for mini-courses to train migrants who are in the area or who have perhaps settled out of the stream or who can spend two to three weeks at such a location. Those being trained through mini-courses could then receive supplemental in-service training in programs closer to their home base.

Emphasis should be placed on developing mobile staff so that these specially trained migrant child development personnel could move among states and centers as needs change. A nationally supported or coordinated volunteer effort might be appropriate. VISTA, for example, might be encouraged to place high priority on such training and activity for its volunteers. There are numerous groups and agencies across the country, such as church groups, which might participate in a coordinated approach. Schools of education might offer credit for a period of inservice work in such a program.

A concurrent effort should be made to develop compatible, if not uniform, licensing and certification standards among all states with migrant populations and particularly among those states which may be developing cooperative program efforts. The Interstate Teacher Certification Project indicates how uniform state laws can be developed. Another potential vehicle is the Child Development Associate program now being formulated by HEW's Office of Child Development to provide uniform measurement of personnel with about two years of formal training and emphasis on competence.

5. Coordinating services and improving information in the states

Another approach would be to work first on coordinating existing services at the state and local levels. In addition to administrative mechanisms such as those previously discussed, attention should be paid to developing information services in the migrants' first language and to organizing field teams who can work directly with migrant families wherever they are living.

providing facilities and personnel

Facilities

The problem of facilities is greater for migrant programs than it is for other early childhood efforts. With declining school enrollments, growing interest in the 12-month school year and the possibility of revised state licensing codes, additional school and non-school space should be available during the usual nine-month school year. To some extent, of course, migrant programs could use school facilities vacant during the summer vacation months, but most working seasons extend through the early fall months, if not longer. If a program began in a school empty during the summer, it would have to be moved when school opens in September.

But more important, most public schools are not located near the migrant camps and—obviously—they cannot move when the workers do. Programs for very young children will be much more effective and participation greater if the children are not required to travel great distances, if the parents can become more readily involved as a result of proximity, and particularly if it is possible to move the staff and even the facility along with the migrant clusters as they travel.

Alternatives in the search for adequate facilities include:

1) School space that is vacant during the summer or as a result of school year rescheduling programs. Interstate programs can often rent school space at minimal cost.

2) Other public or private facilities, such as churches or community centers, offer important alternatives. They may be better located and will usually not face the scheduling problems of a school vacant during the summer but fully occupied in September. If such facilities are subject to outdated state licensing codes, unrealistic remodeling may be required, especially if the program is a short summer one. Growing need for non-

school space—and Head Start's successful use of it—indicates that the time has come for code revision.

3) Semi-mobile units which could be located at or near migrant camps offer another alternative. Such units, now in use in the Florida early learning migrant program, are intended not to shift program location on a daily or regular basis but to follow the population in case of an agricultural-center shift or relocation of a migrant camp. The Florida units are 12 feet by 15 feet (780 square feet) and are self-contained, including lavatories and complete kitchen facilities. The power supply is obtained from a hook-up with utility poles installed at specified locations. The cost per square foot is $10.91 or about $8,500 per unit. Public school facilities in the same state are estimated to be about $17 per square foot.

4) Fully mobile units which could be moved frequently to different sites and with migrants as they move are another alternative. A variety of facilities are now in use. The Southeastern Education Laboratory has a Readimobile program which delivers a structured curriculum to rurally isolated children ages three to five and is staffed entirely by paraprofessionals. The prototype Readimobile, a remodeled school bus, has 168 square feet of actual floor space. The cost, including all remodeling, of each unit is $10,000. The unit does not have a self-contained power system and must hook up to an electrical outlet. There are no inside toilet facilities. A somewhat different unit is used by the Appalachian Educational Laboratory (AEL) for its early childhood education program. The AEL unit resembles a small aluminum classroom mounted on a truck chassis. The body of the unit is 22 feet by 8 feet, for a total of 176 square feet of floor space. Cost per unit is about $20,400. Although electricity must now be supplied by outside hook up, the AEL staff has recommended a self-contained power plant which would eliminate the need for power pole installation and permit greater scheduling flexibility.

5) Mobile living facilities for staff which could be as easily moved as fully mobile classroom units might be considered in conjunction with various classroom facilities. A great deal of time could be saved if staff could live in standard house trailers near the program sites. Where mobile programs are developed, insuring mobility and thus continuity of staff through the provision of living facilities would be an important asset.

Personnel

There are apparently very few individuals trained to work especially with the problems of the migrant young. More often than not, jobs with summer migrant programs are offered first to regular teachers employed by school districts who are anxious to supplement their income with summer teaching and have little or no knowledge of Spanish or Indian languages, the migrant situation, or the very young. There are few post-secondary institutions in this country—junior or community colleges,

colleges or universities—that offer appropriate training for migrant early childhood programs. One interesting program operates at the Juarez-Lincoln Bilingual Center in Fort Worth, Texas, in conjunction with the Antioch College Graduate School of Education. The Center focuses on bilingual, bicultural education in early childhood and in elementary-secondary education. Forty-seven students, of whom 41 are Mexican-Americans, are currently enrolled in the program.

Development of paraprofessionals for migrant programs needs much greater emphasis. Even Head Start which has focused national attention on the promise of the paraprofessional has not yet included the migrant in its career ladder program. In Arizona, Head Start personnel have received prorated portions of their salaries from programs funded through the migrant division of the State Department of Education. Thus staff development is provided for two programs. The Head Start personnel have been utilized to recruit migrant children and establish better relations with the community.

California has developed an interesting approach toward staff training through its Migrant Teacher Assistant Mini-Corps. The Mini-Corps recruits bilingual college students, many of whom have been migrants or farmworkers, to work with migrant children in formal programs, in camps and in the communities. The Mini-Corpsmen, who work primarily during the summer, receive special pre-service training and are encouraged to become teachers and to continue to work in migrant programs.

The Child Development Associate program which the Office of Child Development is now beginning to implement holds particular promise. The OCD effort to develop a new profession of child care workers will emphasize middle level training and advancement based on assessment of competence.

The potential, of course, is great. Training migrants to work with their own children in day care situations would greatly benefit not only the youngsters but also the long-range migrant employment picture.

Alternative personnel development approaches include:

(1) Regional training programs which would be located at one or two institutions and cooperatively funded by interstate groups.

(2) Special consideration for migrants to be included in the Head Start program.

(3) Training with professional and paraprofessional certification opportunities might be provided through television. Such an emphasis will probably be part of the educational technology experiment to be broadcast via satellite over the Rocky Mountain Region in 1973.

(4) National, regional and/or state coordinated volunteer programs, such as VISTA. Regional field offices might be established to coordinate training content and staff deployment. The National Program for Volun-

tary Action, which includes a Cabinet Committee on Voluntary Action and an Office of Voluntary Action in the government sector, and a National Center for Voluntary Action (NCVA) which is a privately funded, nonpolitical, nonprofit corporation, might be useful. The two parts cooperate closely. Several states have set up volunteer bureaus which might be an important source of trained help, particularly if they were provided with funds for training to meet special migrant needs.

(5) Interstate certification provisions, such as those now being developed by the Interstate Teacher Certification Project, could be developed to stress early childhood certification as well as paraprofessional credentialling. Special provisions for personnel trained to work with very young migrants might be advisable.

(6) Incentives to encourage mobile training and teaching teams might be developed, either through the regional training programs suggested above or in conjunction with specific operating projects. The provision of trailer living facilities, additional salary and advancement potential could all be offered to persons interested in moving with mobile migrant programs both as teachers and trainers of teachers.

(7) Special provision might be developed to give credit to undergraduate and graduate students for time spent in the field with migrant child care programs.

(8) National, regional and/or state promoted paraprofessional programs might be developed to recruit and train college students during the summer months, like the California Migrant Teacher Assistant Mini-Corps.

(9) Efforts might be made to include special provisions for development of migrant personnel in the OCD Child Development Associate program as it gets underway.

next steps

What should be the next steps at the state level? States should include early childhood development in their state plans for migrant education if they have not already done so. State plans are required under Title 1 of ESEA.

All avenues of interstate cooperation should be explored—by governors through the National Governors' Conference, the National Legislators' Conference, regional compacts and state agencies dealing with young children and migrants, and by all other agencies and individuals concerned.

Responsibility for advocating the need for and approaches to early childhood programs for migrants should be placed squarely within a state agency or the governor's office.

Interstate and national meetings should be held to promote cooperative planning. The Education Commission of the States, even now as part of its effort to assist states in implementing its early childhood task force report, *Early Childhood Development: Alternatives for Program Implementation in the States* (June 1971), is exploring the possibility of sponsoring a training program for about 200 persons including representatives of all interested states designated by governors and mayors of larger communities and active parent leaders who would have some responsibility for developing state and local child development programs. Examination of migrant needs could become part of that effort.

Continued emphasis should be voiced to Congress to coordinate federally funded efforts for migrants.

appendix a: agencies providing migrant information and services

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Cabinet Committee on Spanish Speaking

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appendix b: summary of state programs

State	Contact	Early Childhood Education Programs for Migrants-Type	Location
Alabama	E. A. Spear Alabama Dept. of Education State Office Bldg. Rm. 402 Montgomery	Preschool and kindergarten program incl. health and nutritional services, K-Reading readiness, social adjustment, health, hygiene, muscular coordination and aesthetic experiences, pick-play, limited learning experiences.	Baldwin, DeKalb, Jackson & Saint Clair Counties
Alaska	Pat Monroe Family and Children's Services Pouch H Juneau 99801	At present there are no early childhood programs for migrants in Alaska. Due to the structure and climate of the state, Alaska does not have what are usually considered migrant workers. There are, however, villagers who migrate to summer fishing camps and cannery operations along the coast and rivers. Would be desirable to serve these children.	
Arizona	Office of the Governor, State House, Phoenix 85007	Preschool-migrant and farm labor children. Migrant only	Maricopa County—6 programs Pinal Cty—4 programs Maricopa Cty—3 progs. Pinal Cty—5 progs. Yuma Cty—4 progs. Cochise Cty—1 prog.
Arkansas	Louie Counts Supervisor of Migrant Ed. Arch Ford Education Bldg. Little Rock 72201	Two K. classes June 1, 1971-July 15, 1971	Blytheville
American Samoa	No migrant children		
California	Bureau of Community and Migrant Education 721 Capital Mall Sacramento 95814 (916) 445-9850	Day care/Preschool centers with full ed., health nutritional & social service components. 27 centers during last agri. season; 2 under construction. 6-12 in planning stage.	Watsonville, Hollister, King City, Gilroy, Gridley, Yuba City, Madison, Dixon, Davis, Williams, Harney Lane, Matthews, Empire, Patterson, Westley, Ballico, Merced, Los Banos, Livingston, Planada, Parlier, Raisin City, Shafter, Indio.
Colorado	Philip Gore, Migrant Division State Dept. of Education State Office Building Denver 80203	K in all school districts during regular and summer terms. Migrant Education funds provide supplementary services —health, nutrition and other education items.	39 of 63 counties.

No. served, Not Served	Federal Funds	State Funds	Local Funds	Administering Agency	New State Programs Contemplated
Served—1800 Not served—unknown	$497,508 FY-71 Local programs funded on discretionary basis.	None, services of personnel, etc. available.	None, services of personnel, etc. available.	State Dept. of Ed. subcontracts with local agencies.	None
Not available Varies year to year & village to village.	None	None	None	If established would be Depts. of Health, & Social Services & Education.	Desirable
Child development centers (CDC) serve 428 (120 migrant, other farm labor); K-431 migrants 6000 estimated not served.	No answer	No answer	No answer	No answer	No
30 served Number not served not available.	$3000. $100/pupil	None	$1500 $50/pupil	Dept. of Education	Yes
2217 served (cumulative enrollment) 1970 ADA-875 9200 not served	1970 ESEA Title I $250,000 cum. attend. $455/child ADA $1153/child Social Security Act Title IVA	General Fund $252,890 $758,670 Cum. $114/child ADA $289/child	None	St. Dept. of Ed. Bureau of Community Services & Migrant Education	Additional day care operations under ESEA Title I (PL 89-750)
No. served: K—932 Not served: 25	Title I: $104,281 USDA: $9,888 Title I & USDA Summer: $177/child Regular: $70/child	$19,532	Average of $66,085 $264.34/child	Colorado Dept. of Education	New programs planned; funding requested: $465,000

State	Contact	Early Childhood Education Programs for Migrants-Type	Location
Connecticut	A. J. Plante, Chief Bureau of Compensatory Education 165 Capital Ave. P.O. Box 2219 Hartford (203) 566-4382	Preschool classes at 5 multi-purpose centers; all day programs for 125 3 and 4 yr. old children.	5 cities with high concentrations of migrant children
Delaware	St. Dept. of Education Townsend Bldg. Dover 19901 (302) 678-4601	Nursery school—3 to 4 year olds. Readiness program—4 and 5 year olds.	Summer programs in local school districts at Cape Henlopen, Capital, Indian River, Milford, Smyrna
Florida	John K. Arnold, Jr. Director, Division of Migrant Labor Dept. of Community Affairs 309 Office Plaza Tallahassee 32301	1) Preschool program in 21 counties incl. 7 a.m. to 5 p.m. day care, health & nutritional progs. K—for 5 year olds in 15 counties. 2) Eight child development centers incl. day care, health, nutritional services.	Okeechobee, Pahokee, Immokalee, La Belle, Lantana, Bartow, Homestead, Belle Glade
Georgia	Susie Underwood, Consultant St. Dept. of Education Elementary Ed. & Migrant Program Annex Bldg., Rm. 203 Atlanta (404) 656-2575	Two programs including exemplary kindergarten in Lowndes County.	Irwin County—Ocilla Lowndes County—Valdosta
Guam	No response		
Hawaii	Mrs. Genevieve Okinaga Program Specialist Early Childhood Education Dept. of Education P.O. Box 2360 Honolulu 96804 548-3284	Hawaii has no programs for migrant children. For immigrant children (K-3) they offer an *English Language and Cultural Orientation Project* (ELCO). ELCO serves 480 K-3 non-English speaking children in nine cooperating schools in the Model Neighborhood Area of Kalihi-Palama sections of Honolulu. It is funded by federal Model Cities funds and state in-kind contributions. Hawaii also sponsors a statewide program, *Teaching English to Speakers of Other Languages* (TESOL), which offers consultation services to teachers of immigrant children (K-12).	
Idaho	Joe Nagel Dept. of Special Services Statehouse Boise 83707 (208) 384-3375	Head-start programs in four locations during 5 summer months. Local school district programs	

No. served, Not served	Federal Funds	State Funds	Local Funds	Administering Agency	New State Programs Contemplated
125 served. No. not served not known. est. another 125 could benefit. All ages. Total served—12,900.	PL 89-10 eligible for FY-72 $577,000	None	None	State Dept. of Ed. through arrangements with University of Hartford & local school districts.	No
(1972) No. served—562. Not served—240.	ESEA Title I As amended $208,500 Per pupil—$377	Not available	Not available	St. Dept. of Public Instruction	
3200 now served. Study underway to determine add'l participants.	Title I ESEA OED Migrant Div.—Title III B—$43,000 Indian & Migrant Progs. Div.—$275,000	No answer	No answer	St. Dept. of Education Community Action Migrant Program, Inc. (CAMP)	Migrant children are eligible for other programs; study underway to determine participation.
No. served in preschool progs. 30; State total—2300. 150 not served.	PL 89-750 Migrant Allocation. Irwin City—$825/pupil. Lowndes City—$10,200. $510/pupil.	None	Lowndes Cty-Building, janitorial services, heat, light, etc.	Irwin City Board of Education	
			Yes—hopeful that funding will improve and more comprehensive programs established when National Student Transfer Rec. System is fully functioning.		
160 served 300 served. No. not served unknown.	$185,000 from Region X OCD. ESEA Title I Migrant funds	None None	25% matching all in kind None	Community Action Agencies Local school districts	No No

State	Contact	Early Childhood Education Programs for Migrants-Type	Location
Illinois	Alfred J. Jannon Early Childhood Development Coordinator Gov.'s Off. of Human Resources 203 N. Wabash Ave. Chicago 60601	Illinois Migrant Child. Devel. Prog. operates 12 centers Ill. Migrant Council—13 week prog. Aug.-Oct. ages 0-6 no guarantee of refunding McHenry County Community Action Agency nine weeks, ages 0-12 Numerous Head Start progs. including Mexican-American children—migrant distinction not known	Mendota Plainfield Harvard-Woodstock Marengo Area
Indiana	Barbara J. Anderson Child Care Coordinator Office of Community Affairs 100 N. Senate Avenue 319 State Office Building Indianapolis 46204	Local church groups operate most of the day care and preschool programs. State Board of Health supports a program of nursing services and preventive dental services.	Counties: Adams, St. Joseph, Cass, Lake, Huntington, Jay, Howard, Delaware, Henry, Allen, Grant, Madison, Clinton, Tipton, Miami, Marshall, Jasper
Iowa	Mrs. Mary Louise Filk Office of Economic Opportunity Valley Bank Building Des Moines 50319	Head Start, Health, Emergency Food and Medical Service. Title I ESEA, Day Care	Mason City, West Liberty, Muscatine, Thompson, Reinbeck, Muscatine & Scott Counties, Estherville, Columbus, Iowa City
Kansas	Western Kansas Migrant Health Service 411 N. 8th Garden City 67846	Title I Day Care Centers Head Start Centers also Health Services provided by St. Health Dept.	10 locations 4 locations

No. served, Not served	Federal Funds	Local Funds	State Funds	Administering Agency	New State Programs Contemplated
500 served. 90 served. 60 served.	OED $130,016 $28,685 $17,542 OCD	$104,391	Coordinating Economic Opportunity Director; Office of Governor; Office of Human Resources.		Governor's office will develop division to obtain information and statistics on funding, records & admin. of progs. from fed. & state sources.
No. served: 505 Not served: 500-600	Title I, USDA $70,000 $140/child Health: $7,000	$28,000		State Dept. of Public Instruction Div. of Adult & Migrant Education	Any new programs will depend on federal funds available.
No. Served: Head Start: 115 Health: 520 Food & Medical: 115 Day Care: 40 Title I: 309 Not Served: unknown in all cases.	Head Start (HEW-OCD) $36,800 $3.20/child Health (HEW) $94,292 Food & Medical (OEO-USDA) $21,400 Title I (HEW) $81,774 $178.08 to $1,620/child Day Care $304/child	Health: $7,500 Title I: $17,500	Head Start: $9,168 $79.72/child Health: $17,875	Migrant Action Program, Mason City Migrant Action Committee, Muscatine Local Public Schools Iowa College of Dentistry	
201 served. 100 served. 432 served. 1% not served.	No answer		Community Day Care Centers—Johnson $500, Goodland $1132, Sublette $1368, Leoti $265, Ulysses $1500	Title I—local school districts HS—Kansas Council of Agric. Workers & low income families. CDC—local citizens group	Possible increase in community day care centers & expansion of existing centers.

State	Contact	Early Childhood Education Programs for Migrants-Type	Location
Kentucky	Dept. of Child Welfare 403 Wapping Street Frankfurt 40601 (502) 564-4650	Kentucky has very few migrant laborers—approximately 400 in 1971. They are in the state for only 2-6 weeks. In the past the Dept. has cooperated with a ministerial association in providing care and supervision for children of strawberry pickers. Dept. is willing to participate in day care programs should numbers of migrant children warrant such.	
Louisiana	Garland Bonin, Commissioner of Public Welfare, P.O. Box 44065, Baton Rouge 70804 No programs specifically for migrant children in early years. There is a school program administered by the State Dept. of Ed. in the migrant "impact" areas. It provides pre-school through high school educational activities in both Spring and Summer to coincide with the harvest in four parishes (counties): Tangipahoa, St. Landry, Richland, and Concordia. Includes educational component and complete medical, eye and dental care, meals and snacks. A registered nurse and aide are assigned to each program. Hours are adapted to harvest schedule.		
Maine	Office of the Governor, Augusta 04330 Maine does not have a systematic or institutionalized early childhood program for any of its citizens in the areas where migrants work: the potato fields of Aroostook County, the blueberry harvesting areas of Washington County, and the vast forest of Northern Maine where lumbermen work. The state is not heavily populated in these areas, and the migrant workers often travel without their families. Child care services throughout the state are		
Maryland	Charles O. Burns, Jr. State Dept. of Education 301 West Preston Street Baltimore 21201	Summer school program for seasonal farm workers' children—age 3 years to 6th grade.	Wicomico, Somerset, Caroline, Dorchester and Frederick Counties.
Massachusetts	Daniel A. McAllister State Director Board of Education 182 Tremont Street Boston 02111	A preschool program was held in Springfield during the summer of 1971. It was financed by migrant funds; food services by LEA.	

No. served, Not served	Federal Funds	State Funds	Local Funds	Administering Agency	New State Programs Contemplated
(1971) 788 served No. not served unknown.	$380,000	No answer	No answer	La. Dept. of Education and four parish school boards	No

being expanded under a program known as *Community Coordinated Child Care* through grants from the New England Regional Commission, from the Department of Health, Education and Welfare matching funds appropriated under the Social Security Act and the Department of Housing and Urban Development. If special needs of migrant children are determined, Maine hopes to serve them either through the presently planned expansion of child care facilities or through new programs.

No. served: 568 Not served: 250	Title I ESEA—Migrant FY 1971: $191,901 FY 1972: $496,921	Migrant children in the state during September and October receive the same support as other children. No funds are appropriated for migrant children alone.		Division of Compensatory, Urban and Supplementary Programs at the state level. County boards of education at the county level.	Improvement and extension of present programs in view of increased interest and funding.
110 served	$11,500	None	Services provided in lieu of funds.	Massachusetts Migrant Program	Additional programs are contemplated in several areas of the state.

State	Contact	Early Childhood Education Programs for Migrants-Type	Location
Michigan	Jesse M. Soriano, Coordinator Migrant Education Michigan Dept. Ed. Box 420 Lansing 48902 (517) 373-0160	31 summer pre K-12 16 (both) pre K-12 32 year round pre K-12	
	Michigan Dept. of Social Services Employment, Training & Day Care Commerce Center Bldg. Suite 800 300 S. Capitol Lansing 48926 (517) 373-1488	22 day care centers 6-12 weeks day care in home of child, registered centers & registered homes available in 36 migrant populated counties	
Minnesota	Rogelio H. Villa Migrant Consultant State Dept. of Education 550 Cedar Street St. Paul 55101	Title I ESEA, Migrants: Head Start, Day Care, School Lunch, Volunteer Services.	
Mississippi	Milton B. Baxter Office of the Governor State Capitol Jackson 39205	Summer programs including preschool component for children who would enroll in school during next term. Incl. readiness activities & health & food services to support instructional program. 6-8 weeks	1971-school districts of: Greenville Separate, Greenwood Separate, Leflore County, Sunflower County

No. served, Not served	Federal Funds	State Funds	Local Funds	Administering Agency	New State Programs Contemplated
No. served: summer—700 yr. round 4000 Total, all ages 11,000. No. not served 4000. ½ pre K & K	Title I ESEA PL. 89-10 as amended. FY-72 $3,024,378	During regular school year migrant children receive state and local school benefits. No specific state or local funds. Michigan Dept. Social Services & Migrant Ministry provide programs for migrants.		Michigan Dept. of Education	Bilingual programs to be funded with state multilingual funds Public Acts 1971-1972
2104 served 1000 infants not served. No. served in day care centers 1688; Reg. centers 29; Licensed homes 11; home of child 376.	$255,843 (75%)	$14,058 (25%)	Physical facilities & in some cases community supported care. Amount of funds unknown.	Dept. of Social Services contracts with: Northwest Migrant Projects, United Migrants for Opportunities, Inc., Migrant Ministry, Montcalm County Intermediate School System, Saginaw County Child Development Center.	None for migrant day care.
No. Served: Title I: 1,208 Head Start: 373 Day Care: 472 School Lunch: 2,053 Dental: 952 Not served: unknown	OEO: $85,000 $373/child Title I: $280,039 $231/child School Lunch: $24,400 $12/child	State Welfare Dept. Day Care Section $111,487 $236/child State Health Dept. $10,000 $49/child	Donation of space to operate day care programs—in-kind contribution: $37,162 $79/child	State Depts. of Education, Health & Welfare and Tri-Valley Council Office of Economic Opportunity	New programs planned but size and location not yet determined.
1400 served; 100 not served. (All migrant children served in these 4 districts where heaviest concentrations found, 12-1500 migrant children scattered in other districts.)	Title I, ESEA $563,880 $344/child	None, but children are accommodated during regular school year.		State Education Agency. Subcontracts with local districts.	None. Greater emphasis will likely be placed on serving needs during regular school year.

State	Contact	Early Childhood Education Programs for Migrants-Type	Location
Missouri	Wayne McElroy, Director Migrant Records Center Southeast Mo. State College Cape Girardeau 63701	No programs.	
Montana	Jerry W. Toner Office of Supt. of P. I. Helena 59601 (406) 449-3142	9 day care centers—health, nutritional, pre K, K programs	Billings, Fairview, Fromberg, Glendive, Hysham, Kinsey, Sidney, Terry, Worden.
Nebraska	Glen Soukup SEOO Director State Capital Bldg. Lincoln 68509 (402) 471-2216	Day care, health, preschool (babies-4) and education (5-13) programs during summer in Panhandle area	Including Alliance, Bayard, Imperial, Lyman, Scottsbluff.
Nevada	Merlin D. Anderson St. Dept. of Ed. Carson City 89701 (702) 882-7186	Moapa Valley Day Care Center. Operates Sept.-May, age 6 mos.-K. Health and nutritional services	Overton
New Hampshire	No response		
New Jersey	Florence Foster, Director Early Childhood Education State Dept. of Education 225 West State Street Trenton 08625	Preschool and K summer migrant program by the State Education Department. There is also an OEO funded migrant program primarily in the southern part of the state.	All southern counties and where needed in central counties.
New Mexico	Jacob D. Martinez, Director Title I Migrant St. Dept. Ed. Santa Fe 87501 (505) 827-5267	Three preschool programs	Animas Dexter Hagerman

No. served, Not served	Federal Funds	State Funds	Local Funds	Administering Agency	New State Programs Contemplated
					Limited program planned, summer 1972.
1400 served 100 not served. (All migrant children over 14 work in fields.)	PL. 89-750 FY-72 $610,226	None	None	Office of Supt. of P. I.	No
Education 1000 served (majority); Health—served—362 1154 not served (to age 14)	Education $232,000 $200/child Health $55,801	None	None	Education: Migrant Health Labor Dept. Office of Planning. Cooperation of church groups & much volunteer work. Health: HEW, Migrant Health Service	Numerous proposals
53 served (All children 6 mos.-Kindergarten)	OEO $52,000 $981/pupil	None	None	Economic Opportunity Board of Clark County	Additional programs being considered
No. served 3,000 (ages 4 through 16) Not served unknown	Title I: $1.5 million	$45,000	None	State Dept. of Education OEO—Southwest Comunity Organization for Poverty Elimination (SCOPE) P.O. Box 1020, Bridgeton	Closed circuit television pilot program, K-6 for five schools
No. served 17 15 20 No. not served unknown.	Title I—Migrant $2271 $2020 $4100		$1440 $2020 $4100	Local school districts	Yes

State	Contact	Early Childhood Education Programs for Migrants-Type	Location
New York	Jack Sable, Commr. Div. of Human Rights 290 Broadway New York City 10006 (212) 488-7610	Bureau of Migrant Education spring—11 districts fall—38 summer—31 Dept. of Agriculture & Markets 33 child care programs Migrant Study Center 8 child development programs	
North Carolina	Robert Youngblood Dept. of P.I. Raleigh 27602 (919) 829-3972	Halifax County Migrant Project, Kindergarten yr. round Family Development Project, nursery & day care, yr. round N.C. Council of Churches Migrant Project, yr. round day care	Eufield Rich Squire Smithfield Snow Hill, Columbia
North Dakota	M. J. Peterson Coordinator Migrant Programs 1421 Sixth Avenue NE Valley City 58072	Educational and health work are offered at day care, preschool and elementary levels.	Kindred, Manvel, Casselton, Hillsboro, Thompson, Grafton, Cavalier, Midway (Inkster).
Ohio	R. A. Horn, Director Div. of Federal Assistance Ohio Dept. Education 65 S. Front St., Rm. 603 Columbus 43215 (614) 469-2223	Day care, preschool & K, Head Start. Majority mid-June through mid-Sept. some—mid-Oct. or until migrants leave.	
Oklahoma	Harvey Ross St. Dept. of Education St. Capitol Bldg. Oklahoma City 73105		

No. served, Not served	Federal Funds	State Funds	Local Funds	Administering Agency	New State Programs Contemplated
Served: 838 3100 3167	$2,074,282	$90,000	None	N.Y. Dept. Ed.	No
1800	$289,000	$66,000		Dept. Agric. & Markets Migrant Study Center, Geneseo, N.Y.	No
258 No. not served unknown.	$124,700				
280 served; 500 not served.	USOE— $20,000 $645/pupil OEO— $60,000 $750/pupil OEO— $65,844 $392/pupil	None	None None $9,832 $60/pupil	Halifax County Bd. of Education Choanoke Area Development Assn. N. C. Council of Churches	
447 served 700 not served	HEW Migrant Programs P.L. 89-750 1971: $583,000 $599/child 1972: $612,259	Public Welfare Board $34,901.44 $35.87/child	No funds, school space made available	North Dakota State Dept. of Public Instruction	Elongate school day to 10 hours; offer additional courses. Limited program planned, summer 1972.
1600 served No. not served unknown.	ESEA Title I amended $9,000. Social Sec. Act. Title IVB $45,000. EOA, Title II, Section 222, $205,000	None	None	Local educational agencies & community action commissions. State agencies involved: Depts of Ed., Welfare, Urban Affairs.	
	OEO, Title I Migrant Funds (ESEA Title I projects have migrant participation but proj. not exclusively for migrants.)				Plans for summer programs at Stilwell & Lindsay to include 150 early childhood students

State	Contact	Early Childhood Education Programs for Migrants-Type	Location
Oregon	Elton Minkler, Coordinator Migrant Ed. St. Dept. of Education 942 Lancaster Dr. NE Salem 97310 378-3606	9 regular term programs 10 summer programs Comprehensive preschool program to provide 1st grade readiness; health, nutritional services included. Preschool guide to academic, social and cultural needs of migrant child available.	
Pennsylvania	Joseph E. Dunn Pa. Dept. Ed. Box 911 Harrisburg 17126	Summer programs for 5-11 years. (Dept. Welfare sponsors a few day care programs)	
Puerto Rico	Loretta P. de Cordova State Aide Office of the Secretary Dept. P.I. Hato Rey 00919	Negligible number of migrant children, no programs.	
Rhode Island	Raymond La Belle Federal Coordinator Office of Governor Providence 02903	Few migrant children; no programs	
South Carolina	Darrell T. Johnson Director of Child Develop. P.O. Box 11900 Columbia 29211 (803) 758-2771	6 day care centers for ages 0-4½ operated in 3 counties for 6 weeks June 1-Aug. 1. One director, 18 temporary teachers & aides, 12 Neighborhood Youth Corps workers, 20 volunteers. Offer education, recreation, health. 2 full meals daily.	Counties— Beaufort-1 Charleston-3 Spartanburg-2
South Dakota	No response		
Tennessee	Ralph E. Naylor Supervisor, Migrant Programs ESEA Title I, Rm. 221 Cordell Hall Bldg. Nashville 37219 (615) 741-3433	Milan—50 pre-K & K, 6 weeks, May-June, Texas based children. Portland—50 pre-K & K, 4 weeks, May-June, Texas based children. Obion County, Cloverdale School, 8 weeks, June-July, 25 itinerant farm population children.	

No. served, Not served	Federal Funds	State Funds	Local Funds	Administering Agency	New State Programs Contemplated
No. served: reg. term 433; summer 615. Not served: regular 40%; summer 50%.	ESEA Title I Migrant amended reg. term— $272,790 $630/pupil summer— $123,770 $198/pupil	None	Space, backup staff, transportation, some health & food services.	Oregon Bd. of Ed. contracts with area agencies usually Intermediate Education Districts (including 1-20 districts)	FY-73—No annual program modification, transition from emphasis on social growth & development to academic.
1200 served No. not served unknown.	ESEA Title I amended $417,000	Pa. School Laws Sec. 2509.2 & 2502.2 $50,000	Space & materials	Pa. Dept. of Education contracts with local education agencies & intermediate units.	1972 programs will emphasize reading through individualized approach.
184 served No. not served unknown.	OEO Migrant Dir. $32,200 $175/pupil	St. Dept. Ed. Title I, program provides buildings, transportation & health services	20 community volunteers & members of Migrant Ministry.	S. C. Commission for Farm Workers, Inc.	1972—five additional counties where Title I programs operate.
125 served. Itinerant group not served unknown. Texas based 25-40 (large crews stop in only two areas; most served).	PL 89-750 & incidentally PL 89-10 $35,000. $300+/child		None	Tenn. Dept. Ed contracts with 7 local agencies.	No

State	Contact	Early Childhood Education Programs for Migrants-Type	Location
Texas	Office of Early Childhood Development Texas Dept. of Community Affairs P.O. Box 13166 Capitol Station Austin 78711	Title I-Migrant Programs: 53 school districts, 207 prescho units (1969-70); Bilingual Program: in the school district Preschool Non-English Speaking Program: 125 school di tricts (1971); Educationally Disadvantaged/Economical Handicapped Preschool Program: 252 school district Migrant Day Care; Migrant Service Centers: 4 centers Bexar County.	
Utah	No response		
Vermont	Joan G. Babbott, M.D. Dir. Office of Child Devel. 43 State St. Montpelier 05062 (802) 223-2311	Migrants eligible for community services offered any V resident day care for children 0-14 of working low incom parent.	
Virginia	C. L. Conyers Asst. Supervisor PL 89-10 Title I St. Dept. Ed. Richmond 23216 (703) 770-3177	9 summer preschool-K health, nutritional programs (day care programs sponsored by Va. Council of Churches–private funding)	
West Virginia	Mrs. Barbara Lou Clay 1900 Washington St. E. Bldg. No. 6, Rm. B-318 Charleston 25305 (304) 348-3889	Child Development Center ages 3-5 Aug.-Nov.	Hampshire County
Wisconsin	C. F. Baine Consultant, Title I Migrant Programs 126 Langdon St. Madison 53703 266-2699	4 preschool programs 17 K programs	
Wyoming	Dorris L. Sander Director of Rural and Migrant Education St. Dept. Education Cheyenne 82001 777-7413	Summer migrant school programs for 5 weeks beginning June 1.	Torrington Riverton Worland Lorell

No. served, Not served	Federal Funds	State Funds	Local Funds	Administering Agency	New State Programs Contemplated
No. Served (1971 figures) Title I: 4,489 Bilingual: 2,000 Migrant Day Care: 60. Other programs: unknown Not served: unknown	TITLE I: $15,000,000 $210/child (K-eligible) $500/child (K-ineligible) Migrant Day Care: $100,349;	Either unknown or cannot be computed. $1,672.48/ child Figures for other programs cannot be computed.	Either unknown or cannot be computed.	Texas Education Agency Texas Office of Economic Opportunity	Unknown
No. served not available until June '72. No. not served unknown.	FAP pretest $24/wk/child 75c/hr	Title IV $24/wk/child 75c/hr		St. Agency of Human Services Office of Child Development Day Care Operations Unit	Gradual expansion
1346 served. 341 not served.	$625,000 $247/pupil	None	None	Public school districts	No
20 served. None not served.	ESEA Title I PL 89-750 $40,000 first year, now $20,000	None	None	St. Dept. of Education Hampshire County Board of Education	If needed this type program would be incorporated into new early education program.
367 served. No. not served unknown.	$63,963	None	None	St. Dept. of P. I.	Nc
350 served. 175-200 not served.	ESEA Title I Migrant funds $200	None	None	Local community action agencies in cooperation with local schools & st. dept. education.	No lack of funds. Need critical but programs being cut because children in area such short time.

ecs steering committee
1971 - 1972

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